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ABSTRACT

The Iowa Family Day Care Handbook is designed as an aid for persons entering the business of providing home day care as well as for those persons already in the field. Topics include advantages and disadvantages of family day care for children, parents and providers: getting started in family day care; and a list and description of records that should be kept in order to keep the business organized and successful. Preparing the home for family day care for the benefit of both the provider's family and the children in her care, and health, safety and first aid hints are also discussed. Several chapters are devoted to information about children with an emphasis on the individuality of each child. Sections on how children learn, year-by-year guidelines of skills, needs and learning experiences, ideas for learning activities for each age group, and aids in planning daily and weekly schedules are offered. Guiding and disciplining children is also discussed with sections focusing on rewards, redirection, and ideas for preventing inappropriate behavior. Community resources and how to locate them is the topic of the final chapter of the handbook. This section covers services for children, as well as educational and professional opportunities for providers. (Author/MP)

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Iowa Family Day Care Handbook

SECOND EDITION
1980

Adapted by:

Dorothy Pinsky, Extension Specialist,
Human Development and Family Life,
Iowa State University

Jim Greenman, Day Care Consultant,
Department of Child Development,
Iowa State University

Cheryl Boggess, Program Assistant,
Child Development Training Program

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Developed by:

Iowa State University Child Development Training Program
Department of Child Development
Iowa State University
Ames, Iowa 50011

In Cooperation With:

Iowa Council for Children
Office of Planning and Programming
523 East 12th Street
Des Moines, Iowa 50319

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1. Introduction to Family Day Care

What Is Family Day Care?

Family day care is defined as the care of a child in the home of another family or person. It is a service to parents who wish to pay someone to care for their children while they work or attend school. The parents continue to have the major responsibilities for rearing the child. Family day care homes are often located in the neighborhood where the child lives. According to some reports, family day care homes provide child care for more than 75 percent of the out-of-home, non-relative care for children under 12 years of age in the United States. Family day care is only one of two different kinds of day care. The Department of Social Services registers day care homes and licenses day care centers.

1. A Family Day Care Home is a family home in which care is given to six children or less, including the Home Provider's* preschool children, for any part of the 24-hour day. This type of home operation is especially suitable for neighborhood child care.

2. A Day Care Center or Day Nursery is a group program for children with facilities providing care for seven or more children.

What Is a Good Day Care Home?

Definitions of family day care do not capture the heart of what a good family day care home is really like. A day care home can provide a warm and inviting setting as well as educational experiences for children. It is a place where a child can arrive early, still in pajamas and go back to bed to awake later to breakfast with the family; a place where a child has a hand to hold and a lap to sit on; a place where children are involved in talking to the mailman and walking to the neighborhood store; a place with real flowers to water and a cat to feed; a place where children are talked to and involved in activities, such as baking and frosting a real cake in the kitchen as well as making mud pies in the yard; a place with paints and water play for children; a place with other children - a younger baby to watch while it is bathing, as well as an older child to help a young child tie a shoe; a place with

---

* In this book, the person operating a Family Day Care Home is called the Day Care Home Provider, or simply "Provider." This person will be referred to as "she" since nearly all Providers are women.

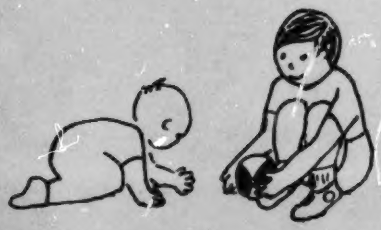
a mother who listens to children and answers questions about such things as "Where do birds go when they die?" A good place for children is a home where children are involved in real experiences with a person who enjoys children.

Advantages of Family Day Care for Children

In the past, group child care for preschool children in a center or nursery was considered a learning experience, while family day care in a home was often thought to be custodial or "just babysitting." However, family day care is now receiving attention as an excellent learning place for children. Family day care can offer a learning environment, as well as a loving, healthy atmosphere for the total growth of children. The wider age range and smaller number of children in family day care homes help provide a variety of learning opportunities. For example, a mother can often take the children to the grocery store or to a neighborhood park with her - or in an emergency, to the doctor's office. It is not always possible to carry out these kinds of experiences with a large group or in a nursery school.

Homes are often characterized by attention to and loving care for children. They provide many opportunities for living and learning in the real world. For example, a good way for a child to learn about science is by helping a Day Care Home Provider in the kitchen. Children can learn that baking powder makes cakes rise, and that bread dough grows bigger as yeast makes it rise. They can see that steam comes from boiling water in a tea kettle. These kinds of real-life experiences are sometimes hard to arrange in a child care center. In the home, natural happenings contribute to a child's learning. The smaller number of children in a day care home allows the Day Care Home Provider to give personal care and individualized learning for each child.

Family day care services are very important because good child care is vital to a child's future happiness and learning. Children's feelings of self-worth and their attitudes and abilities are formed early. If a young child is loved and cared for in the early years and if the child has a happy childhood, he* will likely continue to be happy. If children have opportunity to develop physical skills such as crawling, walking, hopping and catching balls during the early years, they will likely continue to develop physical skills. If children learn language skills and thinking abilities when they are



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* Since the children cared for in day care homes include both boys and girls, and since there is not a pronoun in the English language that means both "he" and "she" we have used "he" and "she" interchangeably throughout the text.

young, they will usually continue to learn. If a child feels capable of learning as a child, that attitude will likely carry over into the adolescent and adult years. Obviously, there are exceptions to this pattern. Some children are "late bloomers." Drastic changes in the family such as death or divorce often change a child. However, the rule still applies: children's abilities, attitudes and skills developed in childhood tend to continue into their adult years.

Attitudes and abilities are developed early in a child's life. A child learns to catch a ball by having many experiences with balls. She learns to talk and to think with the help of adults. A child's abilities and attitudes are developed only through experiences and practice. A good family day care home provides many opportunities for children to learn and to develop healthy attitudes and social skills.

Advantages of Family Day Care for Parents

Many family day care homes are located in the neighborhood where services are needed. This reduces time loss and transportation costs. Most Day Care Home Providers are flexible about the hours they care for children - taking a child at 6:00 a.m., or keeping a child overnight in an emergency. The fees charged for quality family day care may be less than fees charged for care of a child in a center. Day Care Home Providers often care for two or more children from the same family, making it unnecessary for children of the same family to be separated and eliminating the time and energy spent in transporting children to different locations. When children are not seriously ill, they may be cared for in family day care homes so the parent does not have to stay home from work. Many group care centers accept only toilet-trained children, two years and older. Family Day Care Home Providers usually care for both babies and preschool children, which encourages children to learn from each other. Younger children often model or copy the behavior of an older child and in this way learn to behave in more grown-up ways. Infants and very young children may respond better to an environment similar to their own home.

Advantages and Disadvantages of Family Day Care for the Day Care Home Provider

Family day care offers a mother the opportunity to work at home when her own children are very young. Most Family Day Care Home Providers genuinely enjoy children and find caring for children and helping them grow and learn is a rewarding and challenging occupation. Family day care is more than "just babysitting." It involves caring for and loving children, teaching and reading to children, as well as feeding and disciplining children.

One experienced Day Care Home Provider felt that each Day Care Home Provider deserved to know the disadvantages of day care as well as the advantages. The following is a copy of her list:

Advantages for the Day Care Home Provider

If she likes children, it is rewarding to be with them and to watch them grow and learn.

She can be home with her own children.

She is able to watch her own children grow, see them take that first step, and hear their first words.

She can care for her own children when they are ill.

She can arrange to attend her children's school play and other school activities that take place during the day.

She is able to prepare the evening meal while caring for the day care children.

She is home when her husband returns from work.

She can greet her own children, be with them and talk to them when they come home from school.

Her children will have other children to play with and learn to share with.

She does not have to drive in rush-hour traffic.

She spends less money for clothing.

In some cases, she can choose the number of hours she wants to work and the vacation time she wants.

After she has established her day care home, she can choose the number, age and type of children she wants to care for.

Her children have the advantage of singing, art and craft activities in a small group.

Disadvantages for the Day Care Home Provider

The pay is low and the hours are long.

She has little contact with adults during the day.

Her husband might be unhappy about day care children being in the home when he returns from work.

The family might object to having baby equipment (high chairs, playpens, cribs) in the home.

There is little status in the community for Day Care Home Providers.

Benefits such as insurance and sick leave are lacking.

It is harder to make doctor and dentist appointments because it is difficult to find someone to care for the children.

Her own children sometimes object to day care children using their rooms and toys.

A Day Care Home Provider who has children in her home 10 hours a day never has a break during that time because she is responsible for them every minute, and even when they are sleeping, she is listening for a cry or cough that might indicate a problem.

2. Getting Started in Family Day Care

The State of Iowa provides for voluntary registration of family day care homes. The Iowa Department of Social Services has established a set of "Minimum Requirements" which are basic in providing quality child care. Meeting these requirements allows the Day Care Home Provider to obtain a Certificate of Registration. The local office of the Department of Social Services will then maintain a file of registered family day care homes as a service to the community.

Whether the Family Day Care Home Provider decides to apply for registration or not, the following is a checklist of requirements which will be useful in establishing a family day care home.

General Guidelines

The following are general guidelines for a day care home:

The day care home must be free of accident, fire and health hazards. All fire and safety codes must be met.

The Day Care Home Provider must be in good physical and mental health. She must also be of good moral character.

All adults in the home must be free of any communicable disease.

If toddlers are cared for in a day care home, a fenced play area is strongly suggested.

A home must have adequate napping space for children kept during the day and adequate sleeping space for children who stay overnight.

The home must be large enough to provide play areas for the number of children receiving care.

The home should be clean and reasonably orderly.

The home should have a telephone.

Heating, ventilation and lighting facilities should be adequate to protect the health of children. Fireplaces and open-faced heaters must be protected by screens.

Toilet and washing facilities should be available for the children.

There must be a refrigerator and adequate kitchen equipment, including facilities for food storage and protection.

Space should be available for the child who becomes ill and needs quiet and rest. This space should be isolated, that is, away from other children.

A responsible adult should be available to help in case of an emergency.

Safety

The family day care home should be safe, sanitary and free of hazards.

- Make a list of emergency phone numbers and post them by the telephone. These numbers might include the fire department, poison control center, police department, local hospital, doctor's phone number, etc.

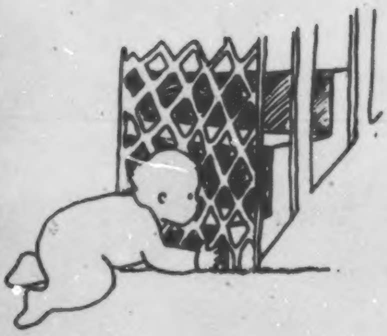
- Childproof the day care home. Make all medicines and cleaners inaccessible to children.

- Gather first aid supplies.

    Bandaids of various sizes
    Antiseptic for cuts and scratches
    Adhesive tape
    Sterile gauze pads
    Thermometer
    Calamine lotion for insect bites
    Syrup of ipecac (use only under doctor's advice for vomiting)
    Bandage scissors
    First aid chart in accessible location for quick referral

- Check the day care home for safe electrical wiring and protected outlets.

- Provide safety barriers, firmly anchored at stairways.



- Make sure the outdoor play area is safe and free of litter, rubbish and flammable materials. Equipment should be free of sharp, loose or pointed parts.

- Anchor permanent outdoor equipment firmly. Make certain that play equipment and materials are in a safe condition for indoor and outdoor use.

- Provide a well-drained play area. Fencing may be advisable near a busy area or other hazard.

- If the day care home has a private water supply, a laboratory analysis to determine bacteriological quality should be conducted. A nitrate analysis should be done when children under the age of two are cared for. (Forms and containers for a lab analysis may be otained from

State Hygenic Laboratory
Iowa City, Iowa 52242

or from the local health department. There is a fee for both tests. A copy of the report should be kept on file in the day care home records.

- Make sure that safety plans to be used in case of fire, tornado or blizzard are carefully thought out.

Activity Program

Plan the daily routine to include:

Snacks and lunch time.

A balance of active and quiet play.

Quiet story and nap times.

Activities for large and small muscle development.

Activities to stimulate child's thinking, creativity and problem solving.

Recruitment of Children

Many Day Care Home Providers have some difficulty in advertising their services. Each Day Care Home Provider needs to let it be known that she has a day care home and can provide good day care service.

The following is a checklist of some ways to advertise and find children to care for in the home.

- Talk to neighbors. Find out about working mothers with small children in the area. Compile a list of names and call on them personally. Ask them for the names of other mothers with small children.

- Make telephone contacts. Many parents are willing to transport their children across town if they can obtain good day care. Use the telephone to contact people who cannot be contacted in person.

- Place notices in local newspapers. Often small weekly neighborhood newspapers are more effective than large metropolitan newspapers. Small ads can be placed for a reasonable expense. Local advertising papers are also effective in reaching people. An appropriate ad might read:

> Ad: Professional full day Child Care in
> my home. Will provide safe, loving
> and stimulating care for preschoolers.
> S.E. part of town. Ph 369-0040.

Place notices or posters on bulletin boards. Schools, laundromats, shops, shopping centers, churches and social clubs often permit notices to be posted. Notices of this type should be neat and simple.

Contact local welfare agencies and inform them that you are providing home day care for children. Often they will have a list of women who need child care in order to work. They will usually be glad to recommend placement in your home if they know you are prepared to do a good job. In some cases, the welfare department can pay for the day care services for working mothers. Be sure to leave your name, address and phone number with the welfare department to get your share of referrals.

Contact the local or state Day Care Association. This is a group of Day Care Home Providers or operators and they can often provide the names of families who desire good child care.

Look for opportunities to make announcements at small public gatherings such as social clubs, PTA and church meetings.

The local Employment Security Office is another good source of advertising. They help unemployed persons obtain jobs. Employment Security may be willing to give your name to those people who find work and need child care.

The elementary schools in your area are another source of children who need care. First of all, many school-age children of working mothers need before- and after-school care. Second, working parents with both pre-school and school-age children sometimes contact the schools for names of Day Care Home Providers. Call the secretary of the school and leave your name and phone number. You may want to request permission to place a poster on the school parents' bulletin board advertising your day care home. Another way to reach working mothers through the elementary schools is to prepare a list of all Day Care Home Providers in the school area and make this list available to mothers during school registration in late

August or early September. This method of advertising is even more effective if the Day Care Home Provider can be at the school to talk with interested mothers about family day care. This should be arranged with the school principal.

Many day care centers are unable to take all children referred to them either because they are full or because they are not licensed to care for children of that age. Visit some centers near your home and ask them to call you if they are unable to take a child.

3. Family Day Care: A Business

Family Day Care Home Providers are self-employed and operate small businesses, unless they are satellite homes of a larger center and operating on a salaried basis. As operators of small businesses, they may set their own rates, develop rules and keep records. They may make arrangements with parents and agree on certain conditions concerning the child care they provide.

Enrolling the Child

Many problems can be avoided if the Day Care Home Provider will arrange for a thorough discussion with the child's parents before the child is left in the day care home for the first time. It is important that the Day Care Home Provider understand the child's habits, health problems, likes and dislikes, fears, religious restrictions and other matters before he enters the home. For example, the child may be allergic to cats, and if the Day Care Home Provider happens to like cats, it is best for her to decide if she really wants to give up the cat for the child.

Some children may require different foods because of the family's religion or culture. For example, some religions do not allow the eating of pork or fish or the drinking of cola drinks. These things will need to be considered in menu planning.

It is also very important to agree on the number of meals and snacks that will be provided for the children. Some parents may wish the Day Care Home Provider to provide breakfast in the morning as well as lunch at noon. In this case, the Day Care Home Provider may wish to increase the fee for that particular child. Some Day Care Home Providers do not mind feeding the child breakfast if the food is provided. These things should be agreed upon before the child arrives for care.

Some basic information and agreements can help to avoid serious problems later. The following is a list of things the Day Care Home Provider may wish to discuss with the parents:

What time will the child arrive and be picked up?

Who is authorized to pick up the child?

What meals and snacks will be provided by the Day Care Home Provider?

Who will provide special food, clothing and equipment for an infant?

What fee will be charged for the first child? The second child in the same family?

How can the parent be contacted in case of emergency?

In an emergency, how can the child's doctor be contacted?

Does the child have any special allergies or health problems?

Is any kind of medical care needed or authorized?

What are the child's habits and preferences concerning food, toileting and sleeping?

What method of discipline should be used with the child?

What religious restrictions or cultural differences should the Day Care Home Provider observe?

Will the child be allowed to take field trips with the Day Care Home Provider?

After discussing these and any other questions you can think of, an intake form like the one (Form A) which appears on the next page should be completed. It is also helpful for the parent or parents and the Day Care Home Provider to sign and each keep copies of a Mutual Agreement (Form B) which provides protection and comfort to both parties. Such a form can be changed to meet particular needs of the Day Care Home Provider.

While all of this may seem too formal and unnecessary, it is important because misunderstandings can easily occur.

Form A

INTAKE FORM

I. Identification Information

Child's Name ______________________ Sex ____ Birthdate __________
Last First Middle

Child's Address ______________________ Phone No. __________

Parents or Guardian

Name Address Place of Employment Phone No.

1. ____

2. ____

II. Who will have authority to pick up the child? __________

III. Physical Regime (at time of enrollment)

Does your child have any unusual eating habits or food dislikes? (Explain)

____

Does your child have any allergies? __________

What is nap time for your child? __________

IV. Personality and Emotional Development (at time of enrollment)

What are the child's fears? __________

Is the child usually happy or relaxed? __________

Does the child have any nervous habits? __________

If so, when does the child show them? __________

V. When you find it necessary to punish your child, which form of discipline do you prefer? __________

VI. Give any further information which you believe will be helpful to us in understanding your child. (In case of a handicap - describe) __________

____

____

____

VII. Names of brother(s) and/or sister(s) __________

____

FORM B

CHILD CARE MUTUAL AGREEMENT FORM

As Day Care Provider, I agree to:

give your children careful attention, affectionate care and stimulating things to do so they will experience happy, healthy development while they are in my care.

furnish nutritious meals at regular mealtimes and foods for appropriate snacks.

give you reasonable notice, except in an emergency, if I request the removal of your children from my care.

keep you informed of your

cooperate with you in the needs of planning for your children.

to provide care in _____ my home _____ your home.

As the parent(s), I (we) agree to:

inform the Day Care Provider in advance if the children cannot be brought in or picked up at the regular time.

inform the Day Care Provider if someone other than the child's parents will be picking up the children.

make sure the day care home always has a clean change of clothing for the child.

provide any special food, clothing or equipment (such as baby food, diapers, toothbrush) that is needed for the child.

report any change in address, telephone number at home or work to the Day Care Provider.

inform the Day Care Provider at least one week in advance before removing the children from the day care home.

allow the Day Care Provider to call the children's doctor if emergency medical or surgical care is needed for the child. (It is understood that a conscientious effort will be made to locate the parents before any action is taken.)

inform the Day Care Provider of any illness or contagious disease the children might have that would affect the other children in the day care home.

provide payment at the rate of __________ per ____________.
beginning ________________________. Payment will be made every ________________.

bring the children at approximately _________ and return for them at approximately ______________. (if I/we will be late, I/we will call the day care provider.)

Name of Children ______________________________ Age(s) ________________
______________________________ ________________
______________________________ ________________
______________________________ ________________

Special Provisions: ____
____
____

Parent's (Parents') or Guardian's Signature(s) ____________________ Date _____
____

Day Care Home Provider's Signature ______________________________ Date _____

Persons Authorized to Pick up the Children ______________________________
____
____

Children's Records and Files

Family Day Care Home Providers often find it beneficial to keep a file folder for each child. The provider's copy of the Mutual Agreement and the Intake Form can be kept in this folder. In addition, the following forms are helpful:

Release For Emergency Medical Authorization (Form C). This is to be signed by the parents at the time of placement. This will authorize the Day Care Home Provider to authorize medical treatment for a child even before the parents can meet the provider at the hospital or office.

Child's Health Record (Form D). This is the physician's signed report on the health of each child the Day Care Home Provider receives for care. This form includes immunization information.

Medication Release (Form E). Child care providers are responsible for the health and safety of the child. At no time should a child be given any medication without the express written consent of the parent. A blanket authorization for use of emergency medications - aspirin, ipecac syrup, etc., could be filled out at the time of placement.

Travel and Activity Authorization (Form F). This should be signed by the parent and allows the Day Care Home Provider to sponsor field trips or to take the child to the store. Parents should be informed of any field trip planned prior to the date of the outing.

Daily Attendance Record (Form G). It is advisable to maintain accurate attendance records for each child for whom care is provided.

Accident Report (Form H). For records and protection, it is advisable to fill out a report if a child is injured while in a provider's care. This should contain information about the accident, the injury and the action taken.

These forms can be changed to meet any particular and special needs.

A Physician's Statement (Form I) would be helpful to have on file to show parents. This statement verifies the health of the Day Care Home Provider.

FORM C

EMERGENCY MEDICAL AUTHORIZATION

(SPECIAL POWER OF ATTORNEY)

I, ____

(parent/guardian) of ______________________________

age _____, do hereby give my permission and/or consent to the Day Care Home Provider ______________________________ to secure and authorize such emergency medical care and/or treatment as my child (above-named) might require while under the supervision of said Day Care Home Provider. I also agree to pay all the costs and fees contingent on any emergency medical care and/or treatment for my child as secured or authorized under this consent.

Note: Every effort will be made to notify parents immediately in case of emergency. In the event of emergency, it would be necessary to have the following information:

Name of physician to contact ______________________________

Phone ______________________________

Other relatives or persons to contact in an emergency:

Name	Address	Phone	Relationship

Signed ______________________

Date: ______________________

Notarized: ______________________

Form D

CHILD'S HEALTH RECORD

Health Record for ____

(Name of Facility)

Child's Name ________________________________ Sex ____ Birthdate ______

Address ____

Mother's Name ____________________ Father's Name ____________________

Check illnesses child has had: Measles ___ German Measles ___ Chicken Pox ___

Mumps ___ Scarlet Fever ___ Strep Throat ___ Rheumatic Fever ___ Allergy (indicate type) ____________________ Drug reaction ____________________

Contact with tuberculosis: Yes ____ No ____

If tuberculin test given: Date _______ Result ____________________

If chest X-rayed: Date _______ Result ____________________

Surgery, accidents, other illnesses or special problems ____________________

____

Immunizations: Date of completed primary or latest booster ____________________

	Year of latest immunization
Small Pox ____________________	____________________
Diptheria ____________________	____________________
Tetanus ____________________	____________________
Pertussis ____________________	____________________
Poliomyelitis ____________________	____________________
Measles ____________________	____________________

Physical examination results (include, if tested, vision and hearing)

____

____

Comments and Recommendations to Day Care Home Provider: ____________________

____

Date ____________________ Physician's Signature ____________________

Form E

MEDICATION RELEASE

Name:

Name or number of medication:

Please give the above medication:

Amount:

Time:

Number of days:

or

Number of doses:

Parent or Guardian:

Date:

Form F

TRAVEL & ACTIVITY AUTHORIZATION

I give permission for my child ______________________________ to leave the Day Care Home Provider's home for trips in a car or on public transportation to special places, walks to the park, shopping trips, etc.

Restrictions on such trips:

______________________________ ______________________________

Signature of Parent Date

Form G

DAILY ATTENDANCE RECORD

Day Care Provider's Name: ____________________

Address: ____________________

____

Phone: ____________________

Month ________ Year ________

Child's Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
1.																															
2.																															
3.																															
4.																															
5.																															
6.																															
7.																															
8.																															
9.																															

Form H

ACCIDENT REPORT

1. Name of day care home ________________________
2. Name of child injured ________________________
3. Age of child ________________________
4. Parent ________________________
5. Address ________________________
6. Telephone number ________________________
7. Date of accident ________________________
8. Description of accident ________________________

   ____

   ____

   ____

   A. Were there other children or adults involved? ________________

   How? ____________________________________

   ____

   B. Was a doctor contacted? ________________________

   C. Nature and location of injury (what area of body was hurt)?

   ____

   ____

   ____

   D. Was the child's parent called? ________________________

____________________ ____________________
Date Day Care Home Provider

Form I

(A form similar to this would be helpful to have on file to show parents.)

PHYSICIAN'S STATEMENT

Child Care Provider:

Family Members:

This is to state that the above named family members are free of disabilities which would prevent the provision of good child care by ________________________.

________________________ Physician's Signature

________________________ Date

________________________ Address

Sources of Income

Home day care fees range from a low of $15 - $20 a week for each child to a high of $35 - $50 a week. Since parents generally look for day care near their own homes, fees often depend on the average income in the provider's neighborhood, as well as the standard rate in her community. In determining the fee to charge, the provider also needs to take into account food, supplies toys, transportation and other expenses caused by offering the family day care service, in addition to what she wants to charge for her time. The fee may vary depending on the age of the child being cared for, whether one or more children from the same family are staying with her and whether or not the parents supply food, diapers, etc.

Public Funding

Some providers furnish care for children whose fees are paid through Title XX funds or whose parents are on Work Incentive Program (WIN), Individual Education Training Program (IETP) or other funded programs. If this is the case, a worker from the Department of Social Services explains the program to the provider and assists with the necessary forms.

Child Care Food Program

The Child Care Food Program (CCFP) is administered by the Department of Public Instruction, Child Nutrition Programs Division. The CCFP is similar to the school lunch program except that it applies to child care centers and family day care homes. The CCFP provides a cash reimbursement to non-residential child care institutions to serve meals to children in their care.

To participate, family day care homes must be registered with the Department of Social Services. The family day care home must also have a sponsor. A sponsor is any public or private non-profit,tax-exempt organization that assumes managerial and fiscal responsibility for the food service program. The sponsor's responsibility extends only to the food service program and does not include other aspects of a program.

Sponsors can be day care centers, churches, fraternal organizations, Y's, family day care home associations - any non-profit, tax-exempt organization willing to undertake this as a project. In some areas, state agencies are serving as sponsors.

For more information contact the Department of Public Instruction, Child Nutrition Programs Division, Grimes State Office Building, Des Moines, IA 50319.

Business Record Keeping for Income

It is important to keep accurate records of business income from family day care. Why? Most importantly, because this information is needed to file and verify federal and state income tax reports. For example, the Internal Revenue Service specifies that "your permanent books of account or records must clearly establish . . . your gross income."

It is also important to have some means of keeping track of what is owed for child care services. Periodic charges to the parents may vary depending upon the complexities of billing terms used (by hours, week, day, etc.). Also, the amounts received may vary. Therefore, a good system is necessary to ensure keeping straight with the parents on what is owed.

These informational and record-keeping needs can be satisfied by the regular use of Customer Account Sheets (Form J) and year-end use of the Income Summary form (Form K).

Customer Account Sheet

A Customer Account Sheet is prepared for each family. Its primary purpose is to provide a record of charges to and receipts from each family. A current balance of what is owed can therefore be maintained for each.

A second purpose is to provide the necessary information for calculating your total income at the end of the year.

Form J illustrates the use of a Customer Account Sheet. Note the room at the top for recording the parents' name, address, and telephone number.

The calendar year should indicate simply the year these charges and receipts (payments made by families) occurred. Always start a new sheet at the beginning of a new year. This is necessary so that the records for one year can easily be separated from the records of another year.

Agreed-upon charges and timing of payment should also be indicated to aid in billing and because these terms apply to the entire Customer Account Sheet.

- A charge should be recorded as follows:
  To identify the period on which charges are based, in the date column enter the day immediately following the end of the period. For instance, for services provided the 2nd through the 8th of January, enter the 9th of January.

  The description column may be used to explain the basis of charges, when appropriate, e.g. - full day care, breakfast and lunch.

  In the charge column, record the amount being billed for the period.

A receipt should be recorded as follows:

- Record the date payment was actually received.
- In description, the Day Care Home Provider might want to record how payment was made (check, cash, etc.).
- In the receipt column, enter the amount.

[illegible] the balance column to determine the current amount owed. Simply adjust the previous balance for all subsequent charges and receipts. (Hint: use a dash to indicate a balance of zero.)

At the end of the year, take the latest balance, total all charges and total all receipts. The beginning balance plus the total charges minus the total receipts should equal the current balance.

FORM J

CUSTOMER ACCOUNT SHEET

NAME: CALENDAR YEAR:

ADDRESS: TERMS:

TELEPHONE: DUE:

Date	Description	Charge	Receipts	Balance
	Balance forwarded			

Income Summary

The Income Summary Form (Form K) is a year-end worksheet for determining total income for the year. However, properly completed, it is also a hand reference for keeping track of income from each customer. Because working mothers receive a tax credit for child care expenses, they will appreciate it when the Day Care Home Provider supplies the needed information. But the main purpose of the form is to help determine total business income.

If the Customer Account Sheets have been properly maintained, determining total income is a simple procedure. Record the total receipts from each customer and then total. That's it. Finding total receipts from each customer should be no trouble since in balancing the Customer Account Sheets it was necessary to total the receipts. Just take the total and record it along with the customer's name on the Income Summary.

FORM K

INCOME SUMMARY

CALENDAR YEAR:________

[illegible]mer	Amount
TOTAL INCOME	

Business Record Keeping for Expenses

It is important to keep accurate records of business expenses. Poor record-keeping of expenses means you won't know what your net profit is and almost always means a bigger tax bill. The Internal Revenue Service (IRS) requires that "you must retain all receipts, canceled checks and other evidence to prove amounts claimed as deductions."

Checklist of Possible Deductible Business Expenses

The purpose of the Child Care Expense Checklist (Form L) is to remind the Day Care Home Provider of expenses that might be deductible on the tax return. It should not be used as a reference to determine the actual deductibility of an expense. It is a list of possible deductions only. The various tax publications should be checked to determine the legal deductibility of an expense. Furthermore, there might be deductible expenses which are not on the list.

Here is the IRS position on business expenses:

The normal current costs you pay or incur in your trade, business or profession are business expenses. To be deductible, the expense must be ordinary in your trade, business or profession and necessary for its operation. It must have been paid or incurred by you during the year.

Ordinary and necessary. The word ordinary refers to an expense that is common and accepted in your field of business. The word necessary is somewhat self-defining although it does not mean indispensable. It has been defined as an expense that is appropriate and helpful in developing and maintaining your trade or business.

Business expenses are deductible whether they are paid in money or in property. Not all business expenditures are deductible, even though they may be ordinary and necessary.

There is no limitation on amounts you may deduct as business expenses, as long as they are reasonable.

Be cautious when using the list. Do not use it as a final reference. However, do use it to make sure any expenses which can be deductible are not overlooked. Check with a local IRS office on questions.

Form L

CHILD CARE EXPENSE CHECKLIST

Have there been any of the following expenses this year in order to meet Iowa Registration for Day Care standards and recommendations?

-- Install telephone

-- Equipment purchased to post emergency numbers (blackboard, bulletin board, thumbtacks, cards, etc.)

-- Equipment to secure medicines and cleaners from access by a child (cabinet, child proof hooks, padlock, etc.)

First Aid Supplies (required)

-- Bandaids

-- Antiseptic

-- Adhesive tape

-- Sterile gauze pads

-- Thermometer

-- First aid supply box

First Aid Supplies (recommended)

-- Calamine lotion

-- Syrup of ipecac

-- Bandage scissors

-- First aid chart

Electrical Wiring Safety Costs

-- Safety caps

-- Alternate extension cords to meet safety requirements

-- Safety barriers

Safe Outdoor Play Area

-- Cost, if any, for keeping outdoor play area free of litter, rubbish, flammable materials

-- Cost of freeing equipment of sharp, loose or pointed parts that could cause injury to a child (materials and labor)

-- Costs necessary to ensure that play areas are well drained, free from contamination caused by sewage, household drainage waste or storm water (plumbing, material or labor costs)

Annual Laboratory Analysis of Private Water Supply

-- Bacteriological analysis fee

-- Nitrate analysis fee if children under 2 are to be cared for

-- Mailing, insuring and packaging costs

Provider Requirements

-- Actual cost of substitute care in emergency situations

Basic Equipment Purchased Or Rented for the Activity Program

-- Tricycles and riding toys

-- Books

-- Colors

-- Paints

-- Puzzles

-- Educational toys

-- Dolls

-- Blocks and Construction toys

-- String materials

Basic Equipment (continued)

- Paper and paste
- Play Dough
- Scissors
- Sand box and sand
- Child-sized table and chairs
- Record player and records
- Repair cost of toys and activity equipment

See page 43 for more complete listing

Nutrition

- Cost of meals and snacks
- Dishes and utensils purchased for use of day care children (infant cups, plastic dishes, paper cups, bottles, infant feeding spoon, etc.)
- High chair

Records

- Materials purchased for record-keeping
- Cost of reproducing forms
- Cost of obtaining physician's statement
- Frame for displaying registration

Available Dependable Adult For Emergencies

- Payment to this person for being on stand-by
- Stand-by or actual costs paid for emergency care provided by this person

Training or Education to Increase Child Care Skills

- Registration or tuition fees
- Transportation costs
- Books and supplies
- Day care expenses
- Magazines, pamphlets or journals

Liability and Medical Insurance

- Additional liability insurance
- Additional medical insurance

Sleeping Arrangements

- Cost of mats or cots or cribs
- Cost of required bedding

Miscellaneous

- Class "ABC" fire extinguisher
- Field trip costs
- Playpen
- Disposable diapers
- Diaper pins
- Cloth diapers
- Newspaper advertisements
- Mileage for transportation provided to day care children
- Things added for special needs of handicapped children (bathroom bars, air conditioning or air purifier)

Indirect Expenses (see IRS Publication 587)

- Mortgage or rent (prorated)
- Property taxes (prorated)

Indirect Expenses (continued)

- -- Cost of small claims court to secure payment
- -- Cost of tax preparation
- -- Social security deductions (see IRS publication 533)
- -- Utility payments (prorated)
- -- Self-employment retirement plan costs
- -- Dues for day care association
- -- Stamps and envelopes for billing

Business Expense Record

The Business Expense Record (Form M) is used to record business expenses of a nature that can be substantiated by checks, receipts, etc. The Business Expense Record is a simple form. Record beside "Calendar Year" the year the expenses were paid. Be sure to start a new page with the beginning of a new year.

Proper record-keeping of expenses begins with the moment of the transaction. Get a receipt and keep it. As soon as possible, record on it the check number if paid by check or the word "cash" if paid by cash. Indicate on the receipt what was purchased. If the receipt is for business and personal expenses, distinguish between the two by circling or coding. For example, at a grocery store you may have purchased supplies for your family, as well as materials such as glue, tape, liquid starch or whatever for activities. Circle the items you bought for activities and keep the cash register tape. If there was not a receipt, note somewhere the necessary information (date, store, check number, etc.). Finally, safeguard these receipts - they are like money. Have a regular place to put them (envelope in a purse) until they can be safely filed away.

Ideally, once a week (but at least once a month) record the receipts on the Business Expense Record. If the necessary information is on the receipt, the recording should be simple. If the expense was paid by cash, enter the date of purchase and check the cash column. If the expense was paid by check, enter the date of the check and the check number. Provide a brief description of the expense, and record the amount paid. Keep the receipts to verify the Business Expense Record. (Note: this is also a perfect time to scan the checklist for expenses that might have been missed before they are forgotten, or the receipt is lost, etc.)

FORM M

BUSINESS EXPENSE RECORD
CALENDAR YEAR: ________

Date	Check #	Cash (✓)	Description	Amount
			Total	

Food Expenses

An important deduction for many Day Care Home Providers is food expense. Meals and snacks provided for the children can amount to a large sum. However, again the deduction has to be substantiated with receipts.

A strict interpretation of IRS record-keeping rules suggests that separate accounting of child care food expenses be maintained, which normally involves separate purchasing, separate storage and separate usage. In spite of the obvious difficulties of doing this, IRS can require separate accounting for a food expenses deduction. Anything less might not get the deduction.

However, while it cannot be recommended, it should be noted that many child care providers compute their food expense deduction by multiplying the total number of meals provided by an estimated average cost per meal. The possible acceptance of this kind of procedure certainly depends upon how well the base figures can be substantiated. So, if a

separate accounting of food expenses cannot be kept, at least keep an accurate record of the number of meals provided and then determine the cost per meal through a reasonable procedure (perhaps by dividing actual costs for a month by actual number of meals provided during the month). Remember, this estimating procedure will not necessarily pass the scrutiny of the IRS agent. It is provided only as a "better-than-nothing" alternative.

The recommended procedure is to have a completely separate accounting of child care food expenses, treating the grocery expenses as any other business expense (recording the Business Expense Record, etc.)

Auto Expenses

Is a personal car driven in the performance of the Day Care Home Provider child care service? If so, take an automobile expense deduction if accurate records are kept that will substantiate the deduction.

There are two allowable methods of computing the deduction:

1. Keep track of actual operating expenses during the year. At the end of the year find the business portion of these expenses by applying against them the percentage of total miles driven in the Day Care Home Provider business. In addition, some depreciation is allowed. Because of the burdensome record-keeping required for the few number of miles usually driven, most Day Care Providers choose the alternative method of computing the deduction.

2. The alternative method allows the Day Care Home Provider to apply a standard mileage rate of the business miles driven. For instance, in 1976 an individual was allowed to deduct "15 cents a mile for the first 15,000 miles of business use each year and 10 cents a mile for each succeeding mile . . ." Unless there are unusually large car expenses which can be proven, the Day Care Home Provider would most likely want to use this second, much simpler, method.

In any case, the Day Care Home Provider must be able to substantiate all business miles driven. About the only way this can be done is to keep an accurate record of business miles driven. The Mileage Record form (Form N) is largely self-explanatory. For each business trip, record the date, the beginning and ending odometer reading, the miles driven, the destination, and the purpose of the trip. At the end of the year, total the miles driven and use this figure for auto expense computation.

FORM N

MILEAGE RECORD

CALENDAR YEAR: _____

Date	Beginning Mileage	Ending Mileage	Miles Driven	Destination	Purpose of Trip
	TOTAL MILES DRIVEN				

Business Use of the Home

Family Day Care Homes are exempted from an "exclusive use" test (requiring that only areas of the house used exclusively for business could be included).

The Family Day Care Home Provider may now claim a deduction for depreciation of house and furnishings, mortgage payments, utilities, replacement and repair costs for building and furnishings, all figured on a percentage basis depending on how much of the home and how many hours a day the home is used for child care. IRS people may not know what family day care is, and the Day Care Home Provider may have to explain the business to them.

Expense Summary

The Expense Summary (Form O) provides for year-end classification and totaling of all business expenses. Typical classifications are preprinted on the form. Others may be added as appropriate. The primary sources of information will be the Business Expense Record and the Mileage Record.

1. Business Expense Record: Look through the expenses which have been recorded. Classify expenses by type, and record the total for each group on the Expense Summary. If the list of expenses is long, group totaling can be simplified by penciling in an appropriate code beside each recorded amount (food - F, toys - T, etc.). Now total the expenses recorded on the summary form. This figure should agree with the total of expenses recorded on the Business Expense Record.

2. Mileage Record: If using the standard mileage rates to determine auto expense deduction, simply multiply those rates by the appropriate number of miles recorded on the Mileage Record. Check with the latest tax publications to determine the currently allowable rates and the number of miles to which they apply.

While these two sources should provide most deductible expenses, take care to ensure that others of a different nature are not passed over (business in the home deduction, for instance). Review again the Checklist of Possible Deductible Expenses. Refer to tax publications as necessary. Once all business expenses have been included and summarized, total each classification to determine total expenses for the year.

FORM O

EXPENSE SUMMARY

CALENDAR YEAR: ________

Expense Categories	Amount
Food Expense	
Automobile Expense	
Toy Purchases and Toy Repairs	
Spot Labor	
General Supplies	
Record keeping Expense	
Business in the Home Expense (itemized below)	
TOTAL EXPENSES	

Liability Insurance

Liability insurance coverage is suggested for providers caring for children in their home, in the event of an accident. It is a good idea for Day Care Home Providers to discuss with their insurance agent whether existing homeowner's or tenant's insurance provides adequate liability coverage when the provider is earning money for supplying this care.

Providers can consult other insurance agencies to compare rates. Liability insurance for Day Care Home Providers is often much cheaper when an association sponsors a group plan for its members. For more information on this type of liability insurance contact:

Iowa Council for Children
Office of Planning and Programming
523 East 12th St.
Des Moines, IA 50319

Child Care Barrier Planning Council
PO Box 756
Des Moines, IA 50303

A Family Day Care Home Provider Association in your area

County Extension Office
(see local phone directory listed under either (Name of County) County Extension Office or Extension Service, ISU.)

Department of Social Services Office

Other Sources of Tax and Insurance Information

Coping with income tax forms is difficult. The following publications can help. Remember that others are in the same position. Ask questions of those who you think could help - other providers, family day care associations, the IRS, or all of the above.

IRS PUBLICATIONS AND FORMS

Internal Revenue Service
Old Federal Building
15th & Dodge
Omaha, Nebraska 68102
Phone: 402-221-4001

IRS Publication #	Title
503	Child Care and Disabled Dependent Care
505	Tax Withholding and Declaration of Estimated Tax

533	Information on Self-employment Tax
535	Tax Information on Business Expenses
548	Tax Information on Deductions for Bad Debts
552	Record-Keeping Requirements and a Guide to Tax Publications
583	Record-Keeping for a Small Business
587	Business Use of Your Home
596	Tax Benefit for Low-Income Individuals

IRS Form #	Title
1040	U.S. Individual Income Tax Return, Schedule C - Profit (Or Loss) from Business or Profession, Schedule SE - Social Security Self-employment Tax
1040 ES	Declaration of Estimated Tax for Individuals
2441	Credit for Child Care Expenses

SMALL BUSINESS ADMINISTRATION PUBLICATIONS

Small Business Administration
Room 3209 Federal Building
215 North 17th Street
Omaha, Nebraska 68102
Phone: 402-221-4691

"Getting the Facts for Income Tax Reporting"
(Small Marketers Aids No. 144)

"Insurance Checklist for Small Business"
(Small Marketers Aids No. 148)

"Steps in Meeting your Tax Obligations"
(Small Marketers Aids No. 142)

4. The Home as a Child Care Environment

The Multi-Purpose Home

Family Day Care Home Providers have a difficult task - using the same space as a creative, changing, warm and safe learning environment for children and at the same time a neat, orderly home for family living. It is unfair to children if their day is spent in a "hands-off", "don't-touch", "don't-make-a-mess" setting. It is equally unfair to expect the providers and their families to continually live in a child's world. The solution, particularly for providers without extra rooms, is usually organization. If the living room daily becomes a wonderful stage for learning, then by 1) having materials carefully organized and stored, and 2) teaching the children to help take out and store away materials, the room can be transformed back into a comfortable setting for the family.

The Day Care Home Provider needs to prepare her home to meet the needs of young children before the children start coming on a regular basis. The home should be clean, safe and arranged with children in mind. If your home is set up this way, you will find care for children is easier and more fun. Children will also enjoy the home more if there are special places for them to play and work, and if adequate materials, equipment and toys are available. The home has lots of built-in learning materials. Pots, pans, dishpans, silverware, strainers, funnels, old clothes, buttons, poker chips, boxes, cans, etc. are all learning equipment.

Preparing a Home to Encourage Independence

Children learn independence when they can do things for themselves. If a home is arranged for children as well as adults, children will be able to do things for themselves. Learning independence and learning to care for oneself is an important part of a child's development. To prepare a home for a group of children, the Day Care Home Provider needs to arrange fixtures, furniture, materials and toys where they can be easily reached and used by children.

To Help Children Take Care of Themselves

- Provide a low coat rack or hooks where children can hang up their own coats.
- Provide a box or shelf for each child's belongings. This helps children feel important and gives them a place to keep pictures, toys and other personal things.

Arrange toys and books on low shelves so that children can reach them and put them away by themselves. Rotate the toys so that the children don't tire of them. An old toy can seem like a new toy if it hasn't been used for awhile.

Provide a short sturdy stool for children so they can reach the sink to wash their own hands or get a drink if water.

Keep a sponge, hand broom and dust pan handy on a low shelf or table so children can reach the equipment themselves to clean up spills.

Provide some child-sized chairs and a small table for children. A table can be made by attaching legs onto a piece of plywood or paneling cut to table size. Small chairs can be purchased cheaply at garage sales, flea markets and school sales.

Hang a mirror at the children's level so they can see themselves.

Provide a bulletin board where children can hang their own work at children's eye level. The back of a bookcase or door can also be used as a display area, using tape or pins.

Preparing a Home to Encourage Learning

A home is a natural learning environment. In fact, some experts feel that homes may offer more opportunities for exploration and learning than preschool programs designed for children's learning! Preparing the home as a high-quality learning environment for a group of children does take imagination and a willingness to try lots of alternatives until one seems to fit the provider's preferences, the children and the home.

One method is to divide the space into areas for different activities. A part of the kitchen, living room, hallway or corners of any room can be made into learning areas. The space behind a couch may be a quiet reading space. A back bedroom could be an area for motor play. Areas can be as permanent or temporary as the home allows. Putting a special tablecloth on a table can signal this table as now a game area. Pillows in a corner, carpet samples on the floor or a coatrack with dress-up clothes can turn the same corner into a quiet or dramatic play area.

A tablecloth, a sign, a blanket or many other things can be useful in clearly signaling a change in use to children. Materials for a particular activity can be stored together. For instance, a tablecloth, scissors, paste and glue and things to cut can all be packed together in a box and taken out to transform an early morning game table into an after nap art table.

Creative Play

A creative play area should include a child-sized table or coffee table at the right height for children to cut and paste, put together puzzles and do other simple activities. Often the family kitchen table can be used as a creative area when children work with play dough, finger paint, bread or cookie dough. The Day Care Home Provider might reserve one half shelf in a low cupboard for paper, paint, crayon, scissors and paste; then children can get the materials by themselves.

"Messy" Play

Some of the most important learning of young children takes place with materials like sand, water, gravel and just about anything that can be poured, sifted, measured, shaped, swirled or simply felt. Children learn what the world is made of, how the world feels and how the world works (science) by experimenting and playing with different substances.

Water, sometimes soapy or colored, and funnels, cups, pots, egg-beaters and measuring cups can be played with in a bathtub, a dishpan, a child's hard plastic wading pool or an old washtub placed on a drop cloth to minimize mess. This kind of play is important enough that the provider should find a way to adapt her home to allow for it to happen.

Small Motor Play

Many things can be available to finger and manipulate. Buttons or nuts and bolts can be sorted, and beads and sewing cards can be strung and unstrung. These activities are sometimes called "small muscle" or "fine motor," or "small motor" activities. A small muscle play area could be in one area of the living room, play room, kitchen or bedroom. Toys, such as stacking blocks, puzzles, rings and pegs, are important to include in this area. These materials could be kept in containers on an open shelf for easy access and visibility as well as clean-up.

Quiet Play

It is suggested that every home have a quiet place where children can sit and draw or read away from the noisy play area. Often a quiet area may be no more than a child-sized table and a chair in a corner of the room. Children like to be near adults and other children. It may be possible to have the quiet area in the corner of the kitchen so that the Day Care Home Provider is able to be with the children as she prepares snacks and lunch. The quiet area should be away from the noisy area so that the children can enjoy looking at books, putting puzzles together or drawing pictures.

Privacy is important for children who spend a long day with others. Children love little nooks and alcoves. Semi-hidden spaces can be created with an empty cardboard box, a blanket over a table, or even just space behind a chair in a corner.

Dramatic Play

Children learn from being with each other and acting out real-life situations. A place where children can play house, store or office encourages them to communicate with each other. Child-sized tables and chairs could be included, along with crates or cardboard boxes for desks, counters, stoves or whatever. Dress-up items such as shoes, hats, shirts, dresses and aprons would facilitate play (rummage sales are great sources for these). Housekeeping equipment - dishes, pots, cleaning equipment, or office or store furnishings would add to the possibilities. Monday's store could be Tuesday's hospital and Wednesday's house.

Active Play

Children need room to develop physically as well as mentally. A place for active play is necessary. It is best to provide for both indoor and outdoor active play.

Of course, many providers do not have fenced yards and do very well with close-by parks, small courtyards or a parking lot. Climbing bars, or a tree to climb, swings, slides, a balance beam can be included for active play. In fact, anything the provider can furnish that will allow children to climb in and up, to jump, to balance or to move in ways that challenge them will be helpful. Two-by-fours, planks, ladders, plastic milk crates, saw horses or logs can turn a yard into a fantastic, changeable playground.

For safety's sake, swings with canvas seats or tire swings are preferable. Children are usually aware of their own limits, but very unaware of how their actions might affect others. Children must be taught that crowding or pushing can cause accidents.

Eating Area

The Day Care Home Provider needs to prepare a place where the children can eat lunch and snacks. Often they can be seated at the kitchen table. Preferably, they can sit at a child-sized table and chairs where they will be more comfortable. Booster seats are a second alternative.

Sleeping Area

The Day Care Home Provider needs to arrange places for children to take naps or sleep. The family beds can be used, but each child should have his own sheets and blanket. She may want to purchase large-sized bath towels, two for each child, one to use as a sheet and one as a blanket. Each child could have his own color, thus reducing mix-ups. Couches, floor pads or mats can also be used for sleeping areas. If infants are cared for, cribs or playpens are needed.

Television

Television can be helpful for providers, but should be used carefully. It can be a tool for learning or a destructive pacifier. The following principles should be observed:

- Turn the television on only if it is to have an active, meaningful role in the day's schedule. If no one is watching, the television should be turned off.
- Television should only rarely, if at all, be used as a "babysitter" to allow you to place attention elsewhere.
- Select the time and programs carefully if the television is used. Children can be entertained by nearly everything, but few shows help them learn what providers and parents want them to learn. Some of the better educational programs are "Zoom," "Mr. Rogers," "Captain Kangaroo," and "Sesame Street," and shows of a similar nature.
- Encourage the children to respond to and think about what they are watching. Your discussion and ability to listen to the children can make television viewing a source of additional learning.
- A patient, caring adult is a far more effective teacher than a television set.

Day Care Toys and Equipment

Once the Day Care Home Provider has mapped out her home with the different play areas in mind, she should assess the equipment needed. This includes toys, books, housekeeping equipment, paint, paper, scissors, paste and outdoor equipment. It is not necessary to begin with everything. Additional equipment and materials can be acquired as time and money permit. The following list may serve as a guide:

Books
Puzzles
Blocks
Stacking rings
Peg boards and pegs
Wooden beads and strings
Shape box
Dress-up clothes-hats, dresses, shoes, ties, men's jackets
Easel, paint and brushes
Record player and records
Drums, cymbals, bells
Small rubber balls
Large rubber balls
Beach ball
Tinker toys
Hand Puppets
Puppet stage (This can be made from a cardboard box)
Paper of different colors, sizes, and textures
Child-sized blunt scissors
Water play toys - dish pan, egg beater, pots and pans, measuring spoons
Jumbo crayons
Cellophane tape and masking tape
Paper punch
Stapler
Watercolor felt pens
Clay and play dough
Paste and glue
Magnets
Magnifying glasses
Chalk and chalkboard
Metal blackboard and magnetic alphabet
Toy doctor's and nurse's kits
Old suitcase
Boxes and cans for playing "store"
Rubber animals
Trucks and cars
Pull-toys of various kinds
Dolls
Stuffed toys (washable)
Child-sized sink, stove, refrigerator
Large cardboard boxes for crawling inside
Hammer, screwdriver, pliers, drill, saw, nails, scrap wood, large nuts and bolts

Outdoor Equipment

Sandbox and sand toys
Large rubber tires or inflated inner tubes to jump on
Slide, swings and climbing bars
Balance board (2 x 4s)
Wood to build things with
Ladders, planks, tires, crates
Tricycles and wagons
Buckets, spoons, and shovels
Tree stumps to climb or hammer nails in
Wooden boxes and barrels to climb in and on
Cardboard boxes

Furniture

Child-sized tables and chairs
Open shelf for toys and equipment
Individual cots or mats for sleeping
Bookshelf
Child-sized rocking chairs
Bulletin boards
Sheets and blankets for each child

Acquiring Materials

Before buying anything, the provider should carefully assess which items are essential and which can wait, and which items can be acquired without purchasing them. Why purchase expensive books if the library will loan out a dozen different books weekly? Computer paper is often free for the asking from businesses, banks and universities, and can be used as drawing and craft paper.

Purchasing Equipment

The Day Care Home Provider should select equipment and toys carefully to make certain that they are safe and appropriate for children. Sturdily built wooden or rubber toys with few moving parts are good buys, because even though they cost more, they last longer and are less likely to break and fall apart. Avoid purchasing cheaply made hard plastic, glass or thin metal toys. Buy toys appropriate for the age of the children being cared for. Many toys have recommended age levels.

A young child needs larger toys than an older child. A two-year-old likes a big soft bear, doll, large lightweight blocks or big pegs to pound. Children three and four years of age like tiny cars. Small dishes encourage children to play house.

Possibly the best and most versatile toy a Day Care Home Provider can buy is a good set of wooden blocks. If you can afford it, buy a set with many pieces so that more than one child can play with them at the same time. Children 6 months to 12 years like to play with blocks. They are a very creative toy because children can use them in many different ways.

Here are some good questions to ask when deciding which toys to buy:

Is the toy safe?
Will the children like it?
Is it easy to clean?
Can I make it for less money than I can buy it?
Will the toy last?
Is it right for the children in my home?
Will it help children learn?
Can I buy some other more useful toy for the same money?
Do I have something at home that is just as good?

Here are some other considerations:

- Select toys that will help children learn.
- Certain toys are designed to teach relationships or size concepts: stacking rings, blocks

pegs and peg boards and puzzles. Play telephones encourage language development.

- Toys with glass parts, such as cars with glass windows, are potential dangers.
- Beware of stuffed toys and puppets with button-type eyes or similar ornaments that can fall out or be removed. These small parts are easily swallowed by curious children who also seem to delight in placing them in their own ears, noses and eyes.
- Toys that produce loud noises, such as cap pistols, tend to fray adult's nerves and can damage hearing.
- Try to select stuffed toys that are completely machine washable.
- Electrical toys, such as irons or stoves, are often unsafe and require constant supervision.
- Toys with sharp edges or which appear brittle and breakable are neither good buys nor are they safe.

To children, toys are things that are fun to play with. The box may be a better toy than the shiny, expensive item inside of it. Always be on the lookout for free materials.

Free Materials for the Day Care Home

Paper: End rolls of newsprint can be obtained from most newspaper companies or paper manufacturing companies.

Wood Scraps: Most lumberyards have scrap piles. These are filled with odd materials which you can sometimes have for the asking.

Wallpaper books and color chips: These can be obtained from paint or floor covering stores. Use for making collages, place mats, etc.

Clothing Scraps: Clothing manufacturing companies will often give scraps and odd cuts of material to day care homes.

Magazines: Magazine printing companies will often give away old copies of magazines.

Display Pictures: Grocery stores will often give away used pictures of food displays. You can also get butcher paper for finger painting free or at a small cost.

Film Cans: Obtain from film processing companies. Use in sound games, for paste jars, to stack and count, etc.

Appliance Boxes: Obtain from department stores or appliance stores - use for play houses, stores and puppet theaters.

Carpet Remnants: Carpet and rug companies - use for resting mats, floor covering, etc.

Telephones: Telephone companies sometimes have junk phones to give away. They can be used for dramatic play as well as for learning how the telephones work.

Steering Wheels: Automobile wrecking companies will often give extras away - use in dramatic play.

3 Gallon Ice Cream Containers: Obtain from ice cream stores - use for storage, space helmets, waste paper baskets, etc.

Things to Save

Many things around the house can be used in day care activities. Here are some ideas for things that you might wish to save and ways that you might use some of these materials.

From the Kitchen	Possible Uses
Beans and seeds	Bean bag, growing experiments
Plastic napkin rings	Teething rings
Plastic salt shakers	Rattles
Plastic bowls and tumblers	Nesting toys
Plastic sponges	Bath toys, painting
Wooden bowls and spoons	Banging toys, sand play
Milk cartons	Rattles, Blocks
Milk bottle tops	Game counters, money, stringing
Cereal cartons	Drums, stacking toys, playing store
Plastic meat trays	Sewing cards, crafts
Cooking pans	Domestic play
Flour sifter	Cooking activities
Funnels, muffin tins	Sand play
Soap flakes	Bubbles, water play
Paper bags	Hats, masks, puppets

Food coloring	Cooking, paint
Macaroni and Spaghetti	Stringing necklaces, pasting
Paper plates	Hats, sewing
Corks	Animals, boats to float
Straws	Stringing, pasting, blowing bubbles
Popsickle sticks	Boats, crafts, paste sticks
Soap bars	Boats to float, smelling games
Plastic lids	Key chains, bracelets, paste or paint dishes

From the Sewing Room and Laundry	Possible Uses
Plastic Needles	Sewing cloth or cards
Elastic	Dangle toys, doll clothes
String, yarn, etc.	Sewing, collages, string games
Buttons	Sewing, stringing, sorting
Fabric pieces	Touching, sorting, doll clothes, pasting collages
Plastic bleach jug	Scoops, buckets for sand play
Tape measure	Measuring children, furniture, etc.
Clothespins	Manipulative play, small dolls
Spools	Dangle toys, stringing

From the Bedroom or Clothes Closet	Possible Uses
Jewelry	Dangle toys, dressing up
Cotton socks	Balls, dolls
Shoe laces	Stringing beads, practicing lacing shoes
Pieces of fur	Animals, hats
Gloves	Puppet heads, dress-up
Men and women's clothing	Dress-up play
Scarves	Dancing
Feathers	Indian headdress, bird games
Handbags	Doll bags, dress-up
Nylon Stockings	Wigs, doll hair, stuffing
Lipstick, rouge, etc.	Playing grown up, circus

From the Home in General	Possible Uses
Paper clips	Necklaces, manipulative toys
Tissue and wrapping paper	Paint, collage
Poker chips	Stack, manipulative toys
Cellophane tape	Crafts, hats, pictures, etc.
Stapler	Booklets, pictures
Playing cards	Building, card games
Pipe cleaners	Animals, bubble blowers
All art media such as rulers, pencils, felt pens, paper, glue, ink, etc.	
Film cans	Sound games, sorting, stacking
Cardboard boxes	Storage, doll beds
Towels	Cuddly toys, wash cloths
Holiday cards	Cutting, small puzzles
Magazines and catalogs	Scrapbooks, designs
Film spools and reels	Wheels, making pulleys
Wallpaper samples	Cutting, pasting
Brushes	Water play, painting
Cardboard rolls	Counting games, telescopes, talking tubes
Small tools, bolts, nuts	Manipulation, construction
Rope and wire	Knots, for climbing, mobiles
Clocks	Numbers, mechanical experimentations
Stones, rocks, pinecones, acorns	Games, collections, science lessons

Preparing a Safe Home

More children die from accidents each year than from any other cause. Accidents leave more children crippled than do diseases. Most of these accidents can be prevented if more care is taken. Look around your day care home from time to time to make sure it is a safe place for young children.

Children are curious. Usually, they have no sense of danger. Don't tempt children by leaving dangerous objects around to feel, taste or play with. Never leave a child alone in the house. Here are a few safety hints:

Preventing Falls and Falling Objects

Check tables, chairs and shelving to be sure children cannot cause them to topple.

Check for hanging cords, vines or dresser scarves that children might tug. Be sure electric cords to lamps and appliances are up and out of the way.

Be sure clotheslines are high and away from children.

Fix upstairs windows with guard bars or very sturdy, locked screens.

Place heavy items (like an iron) out of a child's reach.

Teach children where to climb and where not to. Shelves or counters are not for climbing.

Make sure steps have tread mats or carpet to prevent slipping.

Do not use small rugs which skid.

Preventing Poisoning

Make it clear that medicine is not "candy". Children may be attracted to colored or sweet-flavored medicine.

Flush old medicines down the toilet.

Keep medicines and cleaning materials on a high shelf or in a locked cupboard.

Put medicines away immediately after use.

Teach children not to taste things like berries, roots, plants, pills or tablets without your permission.

House plants such as dumbcane, cyclamen, culla, castor beans, caladium, elephant's ear, some philodendrons and crown of thorns, have poisonous parts. Nearly all Christmas season plants: holly, Jerusalem cherry, mistletoe and poinsettia can cause poison reactions.

Outdoor plants to watch are things like nightshade, raw rhubarb leaves, larkspur delphinium, lily-of-the-valley, hydrangea, buttercups, jimsonweed and milkweed sap.

Cleaning materials, kerosene, gasoline, paint thinner, hair waving solutions or poisons should not be stored in food or beverage containers.

Dispose of chemicals, rat poison and insect poisons as soon as possible. Do not leave insect poison containers around or under furniture.

Read directions and caution warnings on drugs, cosmetics and chemicals and follow instructions.

Use paint that does not contain more than 1 percent lead base. Lead is poison and some children have a habit of chewing on painted materials. Always use unleaded paint in your home.

Check toys and material you buy to be sure they contain non-toxic, non-poisonous materials.

Preventing Choking and Suffocation

Feed young children only what they can chew and swallow easily. Nuts, hard candy, popcorn and raw carrots should be avoided. Eating time should be kept calm. Silliness should be discouraged. Good chewing may have to be taught to young children.

Plastic bags or dry-cleaning bags are well-known hazards. Destroy them or keep them out of reach of children.

Remove the doors on old ice boxes, refrigerators and trunk lids or doors of junk cars that may be in the area. Children love to hide in them. Suffocation can result.

Preventing Burns

Be careful about leaving lighters and matches where children can reach them. Keep matches in high cupboards.

Screen your fireplaces and heaters. Never leave a child alone in a room with an open fire or heater.

Guard hot radiators or heating stoves.

Replace electric cords and equipment when they show wear.

Keep pans and pots back on the stove where children can't reach them. Turn pot handles to the back.

Cover all electrical outlets not in use. Use safety plugs.

Preventing Drowning

Keep your eye on your children every minute you are at a beach, swimming pool or lake. Don't take the responsibility for more than two or three children and let nothing distract you.

Keep children away from ponds, swimming pools, storm sewers, excavations and wading pools.

Be sure wells and cisterns are protected.

Don't leave a child alone in the bathtub or with water play. Children can drown in 2 or 3 inches of water.

Preventing Injuries in and by Automobiles

Always use seatbelts (or car seats with very young children) when transporting by car.

Teach children to stay out of the street and never allow them to play in or near a driveway or alley.

Preventing Other Home Hazards

Open a window when you use cleaning fluid, paints, ammonia or strong bleach, or chemicals in spray cans.

Watch for safety around doors. Door accidents are a major source of injury to children. Be sure that no door can be locked by a child.

Keep knives, pointed scissors, knitting needles and other sharp, pointed objects stored away from children.

Smokers in the house at any time will pollute the air for children, subjecting them to the danger of weakened lungs.

5. The Parents

Parents are the most important people in children's lives. They are children's primary teachers, counselors and caregivers. Parents are important to the child's past, present and future, and their influence will have life-long effects.

Providing family day care means sharing child rearing with parents - supporting them, not replacing them. It is essential that the provider establish a good relationship with the parents of the child as well as with the child. Children benefit from consistent care. The more parents and provider agree on similar child care practices and care routines, the more stable and secure the child's world will be.

The relationship between the Day Care Home Provider and the parents will influence the way the children feel about themselves. If the relationship is a poor one, the child may feel uncomfortable and unwanted. If the relationship is a warm and friendly one, the chances are good that the child will feel comfortable and welcome in the home. The provider should do all she can to develop friendship and trust with the parents.

She can help build a warm relationship by being courteous to parents and assuring them that their child is welcome in her home.

The relationship between the Day Care Home Provider and the parents can be improved by sharing the joy of the young child's progress. Sharing the child's achievements not only makes the Day Care Home Provider feel good, but it makes the parents feel good about leaving their child in the day care home. The parents can share experiences and support child skills developed in the day care home. For example, if the child has begun to say the word "doggie" in the day care home, the parents can talk about dogs at home. This kind of sharing is important to parents, children and the Day Care Home Provider. It allows the parents to feel like a part of the day care experience.

Working mothers have a difficult time in our society. Working mothers or mothers in school are often made to feel guilty about leaving their child in another person's care while they are working or in school. It is important that the parents know that even though they are not with the child, the child is getting good care, and that the child loves them and misses them. The provider should never give the mother the impression that she is trying to replace her. She should do what she can to help the parents feel good and confident about their roles as parents.

In a very real sense, the Day Care Home Provider is serving the family. One role is caring for the child, but other important roles are:

Functioning as an information resource to parents.

Helping parents feel secure and confident. Giving them praise and support.

Modeling alternate child care techniques, so parents see how you do it.

Build the Parents' Image

All comments you make to the child about his parents should be positive. Any negative comments may be harmful to the child. If the Day Care Home Provider speaks poorly of the parents or if the parents speak poorly of the Day Care Home Provider, the child will be confused and unhappy. Even though you may not agree with the lifestyle of the child's parents, you should never discuss it with the child, neighbors, friends or relatives. The child may overhear negative comments, or have them repeated to him even if the remarks are made privately to friends or told as a joke.

For example, a child overheard a Day Care Home Provider complain about the child's mother buying a new car and yet failing to pay for day care services. This made the child feel that she wasn't as important as her mother's new car. Comments about a parent are often repeated and may be damaging to the parents, the child and the Day Care Home Provider. Keep information confidential and do not make or voice judgments about the child's parents or their personal matters.

Say nice things to children about their parents. Try to strengthen the child's feelings about his own home.

Handling Complaints

Complaints from parents and disagreements between parents and providers are probably inevitable. If the relationship between parents and providers is good and communication is open, problems will be minimal. Sharing the care of children is not easy. There are many ways to do things. Parents and providers will not always agree.

Parents of day care children often worry about the quality of care the children are receiving in the day care home. Listen to the complaint. Try not to become immediately defensive. Sometimes only a misunderstanding is at the bottom of it. Listen carefully until you discover what it is the parent is explaining. Try to understand the feelings of the parent and not just the words.

Providers have much to learn from parents. Parents are experts about their children. Often the concerns of parents can help you improve your service. For example, a mother may think her child was left too long during the day in wet diapers. Maybe diaper rash has developed. Together, you and the mother may be able to solve the problem.

Often the best approach is for the Day Care Home Provider simply to listen and let the child's mother get the problem off her mind. Try to learn something from the complaint. If you cannot agree with the parent, you should explain your side of the story and try to reach an agreement. Whatever you do, do not resort to blaming and name-calling.

The Day Care Home Provider may also have a complaint. If so, discuss it openly with the parents. The concern should not be ignored or forgotten, but brought to the parents' attention in a polite and helpful manner. For example, you may be worried about a child always being tired. Avoid making a statement such as, "You did not put Billy to bed early enough last night." Rather, you could say, "Billy seems to be more tired than usual lately. Is he getting enough sleep?"

Remember that you are caring for the child at the request of the parents. Refrain from suggesting to the parents that they are not doing a good job of rearing their own children. Parents want and need to remain the most important persons in their child's life. You are accountable to the parents and need to work closely with them while caring for the children.

Discuss not only complaints and concerns with the parents, but comment especially on the positive things that parents do with the child. Let parents know they are the most important influence in the child's life and that they are doing a good job. Working parents need this kind of build-up. In calling attention to positive things that the parents do, be honest and sincere. You can always find good things if you look for them.

Guidelines

The following suggestions will help the Day Care Home Provider operate a smooth, functioning family day care home with happy parents, children and Day Care Home Provider.

DO'S

Do help parents feel that they are important to their child.

Do tell parents about their child's day.

Do recognize their expert knowledge of their child.

Do share happy examples of the child's development and growth.

Do encourage the parent to share concerns about the child.

Do look for and discuss positive things about a child's parents and home.

Do discuss problems in an honest and respectful way.

Do keep information about parents confidential.

Do listen to parents and try to understand their feelings about problems.

Do ask parents about diet, cultural or religious restrictions during the initial meeting.

Do use written agreements and other intake forms to help understand the child and provide essential information about the child and his family.

Do obtain a written agreement concerning medical treatment given in the day care home.

Do obtain a written agreement concerning fees and hours of care and the provision of meals and snacks.

DON'TS

Don't make negative comments about the child or her parents.

Don't discuss the child's parents with neighbors, friends or relatives.

Don't become defensive if a parent has a complaint or concern about the care the child is receiving.

Don't agree to care for a child until you meet the parents and talk to them about your home and the child.

6. The Children

Children are marvelously complex people. Understanding them takes insight, patience and lots of careful observation. Children experience the world differently at different points in their development. The younger the child, the more his thinking and feelings are different from those of adults. Try and imagine how a baby views the world, entirely dependent on senses not capable of much mobility. A young baby's world is largely divided into touchables, suckables and feelings of comfort, discomfort or surprise.

Two-year-olds are learning the world is a complex place with many different people and things that can be observed, acted upon or which will act upon them. A "doggy" to a two-year-old is not necessarily a dog but could be any soft animal, or any animal with legs, or even any animal. Children use our words, but need to discover the meaning we have for them.

It is important to remember children discover meaning. After much experience with animals, a child will discover what a dog really is. Telling will not cause the child to know. If a child sees a cow and says "doggy," and we correct her and say "no, cow", the child will probably assume that a cow is a big doggy, or a doggy that moos.

Another important point to keep in mind is that all behavior has some purpose. We need to discover what it is. When babies are dropping food, cups and spoons from their highchairs, they are like scientists trying to discover what happens when they do this. Some things go "splat", some break, some go "bong". Also, daddy may jump, or mommy might come over. A two-year-old's "No" is a declaration of independence - "I can say 'no'." A tantrum has a purpose, or often many purposes: to end a frustrating situation, to control the parent, to get affection, or to be left alone. In understanding children (or adults) we have to look for the purpose.

The last critical point is that each child is different from all others. They develop at different rates, with different abilities, different personalities and different desires. Age is a limited category. (Are all thirty-year-olds at the same level of maturity, physical capacity and language development?) Comparing children is usually unfair. Some children begin to walk at ten months, some at 14 months. Some talk a lot before two, other children talk very little until almost three. Doing something sooner is not better, and does not mean the child will be advanced a year later. Development is not even. All of us are different in activity level. Some children put more energy into physical and motor exploration and speech begins later. For some the reverse is true. Others have different patterns. Some children explore the world using particular senses more than others.

Instead of comparing children and worrying about how soon a particular skill develops, or how quickly the skill is progressing, look at the balance in the child's development, and look at the child in terms of her past development. How much has Mary developed in speech, or fine motor coordination, or problem-solving in the last six months?

How Children Learn

Learning psychologists, teachers and other child care experts do not have all the facts about how children learn, but they do have some basic information that will help a Day Care Home Provider help children learn.

The provider can help by making sure children are well fed, cared for and loved. For a child to feel important and wanted is much more important than whether he learns to count and say the alphabet. Building a child's feelings of self-worth is an important way to help children learn. Learning and self-concept are closely related, and children learn best when they are talked with and cared for.

Children discover meaning by "hands-on" experience and by doing things for themselves. A two- or three-year-old learns about grass by feeling the grass, by crawling through the grass and by smelling and tasting the grass. A very young child does not learn by simply being told that grass is green, or that it feels rough. He does not know the meaning behind words like "green" or "rough." ideas first develop by real action experiences in touching, tasting and feeling.

- Children learn by tasting:
  Let children taste different kinds of food, such as sour lemon, sweet honey, hot sauce or bitter greens.

- Children learn by seeing:
  Help children observe by pointing out a sunset or an earthworm or by comparing different kinds of leaves.

- Children learn by hearing:
  Encourage children to listen to the sound of birds singing, dogs barking, machines chattering and all the noises of the city and country.

- Children learn by touching:
  Let children touch rough and smooth materials, such as sandpaper and velvet. Allow children to handle and manipulate materials such as paint, paper and paste.

- Children learn by smelling:
  Encourage children to smell different materials such as flowers, sand, mud or even garbage.

Young children learn more from what happens to them than from what is told to them. In other words, they learn from action - the actions of others and the action of the child. For example, children who cry when they are hungry learn from the parents' action of feeding them that they will be fed when hungry. Toddlers learn that they cannot scribble on the wall with crayons because parents take the crayons and move the child away from the wall. The child learns just as much from the inaction of others. If the parent only manages to prevent the child from scribbling on the wall one out of three times, then the child learns he can scribble on the wall, usually.

The child learns most from her own actions and activity. A young child cannot learn how to put together a puzzle by being told. Words may confuse the child. The child needs to feel the pieces, and how they go together. The same is true of catching a ball, folding a blanket or making a paper airplane. We can encourage this learning by showing more than by telling.

Children: Year-by-Year

(This material was adapted from North Carolina's material from the Governor's Advocacy Council on Children and Youth, The Office of Child Day Care Licensing, and The Office of Child Development.)

Infants

The first year more than any other year, babies undergo rapid change in their physical development. In fact, growth is so great that their birth weight can be expected to triple by the end of the twelfth month, and their length can be expected to double.

Babies may be expected to accomplish the following skills during this period:

Lift head and chest from the mattress, hold a rattle, roll over, recognize familiar objects and reach for them, sit alone, creep and crawl, pull themselves up to a standing position, and speak one or two words and understand their meaning.

During this important time, babies need much stimulation, especially from sounds, visual materials or objects to see and various textures to feel. Infants need to be able to have much freedom for body movement so that muscles will be exercised.

Mobiles on the crib and color pictures or toys in the room can provide visual stimulation.

Toy rattles, bells, records and music boxes can provide stimulation from varying sounds.

Safe toys made of different materials can provide textures which are stimulating to feel.

The opportunity to kick, push up, shake toys or rattles, throw and push objects, creep and crawl encourages muscle stimulation.

Babies need a great deal of love and attention. They need to have someone hold them, talk and sing to them and play with them.

Babies need to feel protected, to know that needs will be met as they arise and to know they will be relieved when in distress. This sense of trust or feeling of security occurs when a few adults provide continuing and consistent psychological and physical care for infants.

The first months of life are spent "getting ready" for speech. Babies listen to the many sounds around them and learn to tell them apart. When about seven months old, babies become greatly interested in words and sounds. They are able to repeat sounds such as "Da-Da." It is important that adults spend a lot of time talking to babies during their first year of life.

Babies become increasingly aware of the social world. Hopefully they learn that the world is a good place. They imitate others, especially adults, and may learn to wave bye-bye and play pat-a-cake. They learn what the important people around them are like and what to expect from them.

LEARNING EXPERIENCES

Skills and Characteristics	Activities
Eye focusing and coordination	Hang a colorful mobile on the crib and place colorful pictures in the room. Move a rattle or toy slowly in front of his face so his eyes will follow the toy.
Eye-hand coordination	Let the baby grab for an object (rattle, blocks, plastic containers) in your hand and grasp it, bang it and shake it.
Eye-hand-hearing coordination	Shake a rattle behind the baby's head. Let the baby turn and grab the rattle.
Awareness of different textures	Offer the child toys which vary in texture (fuzzy, hard, soft). Talk about how they feel.

Self-awareness	Use safe mirrors for the child to look into.
Grabbing and pulling	Attach a toy to a string so that the child can pull it across the floor, table, bed, etc.
Reasoning development - hide and seek	Play hide and seek with the baby. Cover your face with your hands. Partially hide a toy with a blanket and let the child recover it. Hide a toy completely with a blanket for the baby to recover. In this way the baby learns that objects which are out of sight still exist. Put a toy in a container with a top and let the baby find it.
Muscle coordination	Provide many opportunities for the baby to be on the floor. Encourage stretching, turning over, creeping, crawling, pulling up. Roll a ball and let the baby crawl to it.
Interest in sounds and words	Talk to the baby. Point out and name toes, nose, eyes, ears, arms, etc. Say "Up you go". "Down you go". The ball is over there."

One-Year-Olds

During this period, physical changes continue to occur rapidly although the rate of growth (height and weight) begins to slacken. Motor skills develop at a rapid rate.

Generally, one-year-olds*:

are able to work more steadily and learn to run with little falling.

are curiously exploring the world and"getting into everything."

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*Children are all very different and age guidelines are only very general descriptions.

enjoy climbing and may practice on furniture, cabinets and stairs.

learn to feed themselves although spills should be expected.

Another great change that occurs between 12 and 24 months is the child's ability to express himself and to put ideas into words. The child's vocabulary usually increases from 2 or 3 words to approximately 270 words. As age two nears, children begin to:

use 2- and 3-word sentences.

use pronouns "me" and "mine".

use "No" as a frequent word.

exercise independent feelings and verbalize them.

For the first time children want to do things for themselves and they can accomplish some of them. Temper tantrums frequently occur when children become frustrated or wish to exert independence against the wishes of others.

Through this period of life, children enjoy solitary play and will have difficulty sharing toys. They enjoy games and activities they can play alone or with an adult such as:

block building

catching a rolling ball

As growth rate decreases, appetite may decrease. Children may eat less. Toddlers' bodies usually become more slender and they are no longer plump, fat babies.

Toilet training may begin when children are between 14 and 24 months. Bowel control is usually achieved before urinary control.

LEARNING EXPERIENCES

Skills and Characteristics	Activities
Curiosity about themselves	Encourage free play with safe mirrors. Stand or sit with child before a mirror. Talk with her about the reflection. Encourage making movements before the mirror.
Ability to recognize objects, animals, people from a picture or toy reproduction.	Provide a rubber set of farm animals for free play. Talk about the animal's name, the sound it makes, its color or other characteristics.

	Look at simple picture books. Children point to objects, animals and people as you name them. Talk about the pictures.
Very active; enjoy running, climbing and throwing.	Provide many opportunities for free, active play outdoors and inside. Encourage free play with small balls and bean bags. The children can throw a ball to an adult or at an object.
Ability to manipulate objects with hands and fingers	Encourage free play with small blocks; large, hollow blocks; containers and cubes which can be stacked. Encourage free play with large plastic nuts and bolts. (Be sure the items are easy to manipulate.) Encourage children to place small blocks, cubes and other small items into containers. Provide containers with loose-fitting lids. Encourage children to open and close them.
Understand some basic concepts, i.e., cause and effect, textures, size	Talk about the size of objects. Say "This is a big ball", "This block is smaller than that block". Talk about the textures of objects. Say "The rock is hard", "The blanket is soft." Talk about cause-and-effect relationships. Say "If you turn over the cup, the juice will spill," or "If you stand in the rain, you will get wet."

Two-Year-Olds

Two-year-olds are surer of themselves and what they can do than the one-year-olds, but they continue to have some body coordination problems. They like to run and climb; romp and shove; push, pull and grab. They walk alone up and down stairs and stay busy exploring the world. They like to try out adult activities, especially around the home. They are vigorous, energetic and enthusiastic.

Language development is rapid with the vocabulary increasing greatly during the year. Sentences become more complex in structure and may include from two to five words. Two-year-olds are able to use language to express wishes and feelings toward others. It is also important as a tool for learning. They continue to enjoy imitating others and particularly like to mimic nursery rhymes and the movements of others. They may enjoy:

imitating dancing movements

singing

pat-a-cake

peek-a-boo

simple finger plays

Two-year-olds especially like stories about themselves and other two-year-olds' situations. However, the stories must be simple and brief since two-year-olds' attention spans are still very short.

With limited attention span, two-year-olds cannot be expected to sit still or play with a toy for more than a few minutes. Most of the time they should be free to initiate their own activities and should not be forced to join a group. At this age, children have genuine interest in the mother-baby relationship and begins, for the first time, to engage in dramatic play. The child may take care of a doll or a teddy bear, or may pretend to shop at the grocery store with the doll or teddy bear. Fantasy play is short and simple and usually does not involve other people.

Children at this age continue to be interested in manipulation activities. They like to fill and empty containers, to put in and pull out, to tear apart and fit together. Toys and equipment which provide these opportunities will probably be favorites. Two-year-olds are generally self-centered in relationships with others. Sharing is difficult at this age. Children may enjoy playing near other children, but usually do not play with other children.

By two and one-half years of age, many children can be expected to become inflexible and rigid. They want their own way immediately. They may also be extremely demanding and persistent. Temper tantrums can be frequent and violent. Two-year-olds' behavior makes them difficult to live with at times; however, this behavior is a part of children's learning that they are individuals with the power to exert some independence.

LEARNING EXPERIENCES

Skills and Characteristics	Activities
Very active, short attention span	Provide pushing and pulling toys.
	Encourage play with pounding bench, punching bags.
	Provide opportunities both indoors and outdoors for active free play which involves climbing, running, sliding, tumbling.
Interested in manipulation, ability to stack several items, pull apart, fill and empty containers	Provide stacking cups or blocks for stacking and unstacking.
	Provide pop-apart toys for taking apart such as pop beads.
	Provide large beads for stringing.
	Provide opportunities for filling and emptying containers with sand, water, rice, beans, rocks, etc.
Increased development in language skills	Encourage children to talk with you.
	Use pronouns such as "I", "me", "you", "they", "we". Encourage children to use these words.
	Talk with children about pictures. Ask them to point to objects or name them. Always give the correct answer.
	Give directions to follow: "Close the door" or "Pick up the doll". Be sure to make this a fun game.
	Teach children the names of unusual objects such as fire extinguisher, thermometer, screwdriver.
Like to imitate	Encourage finger plays.
	Recite nursery rhymes. Encourage children to repeat them.

	Play "I am a mirror". Stand or sit facing the children and have them copy everything you do.
Show interest in dramatic play	Provide dolls, dress-up clothes, carriage, doll bed, toy telephones for pretend conversations.
Increased development of fine motor skills	Provide crayons, chalk, paint and paper for scribbling and painting.
	Allow children to "paint" the sidewalk, building, wheel, toys, etc., with clear water and a brush.
	Provide opportunities to play with play dough, finger paint.

Three-Year-Olds

Most of the time three-year-olds are delightful to parents and caretaker. They often try hard to please and to conform. Praise and friendly comments are especially appreciated by children of this age. Generally, children become more cooperative and enjoy new experiences. They seem to feel more secure with themselves and in relationships with others. A sense of humor is developing, and children begin to show delight in riddles and practical jokes.

One should not expect complete cooperation from three-year-olds, however. They still assert themselves. Problems may also occur when children reach 3½ years of age as they often become bossy. They begin to form strong friendships with a few members of the group and may tend to discriminate against the rest of the group. Other problems may arise as they begin to test limits.

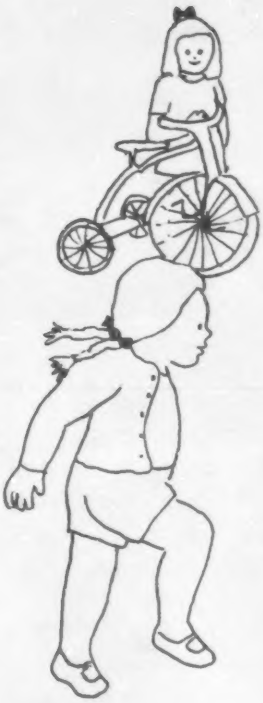
Three-year-olds' increased language skills help to make life easier for them and for those around them. They can communicate needs, ideas and questions. This is good, for it is an excellent way for children to learn new concepts.

Increased motor ability allows daily routines and other necessary activities to be completed with little difficulty. Three-year-olds can be expected to accomplish such skills as:

walking on tip-toes
standing on one foot
hopping on both feet
riding a tricycle
climbing down steps
jumping horizontally 1½ feet

building a tower of 6 to 9 blocks
making a bridge of 3 blocks
catching a ball
painting or drawing in vertical, horizontal
and circular motions

Small motor skills continue to become more refined. Greater control over hand and arm muscles is reflected in drawings, paintings and scribbles. Manipulative toys such as puzzles, pegboard and peg sets, parquetry sets, as well as art activities are enjoyable for children at this age. They are much more successful in feeding and dressing themselves.



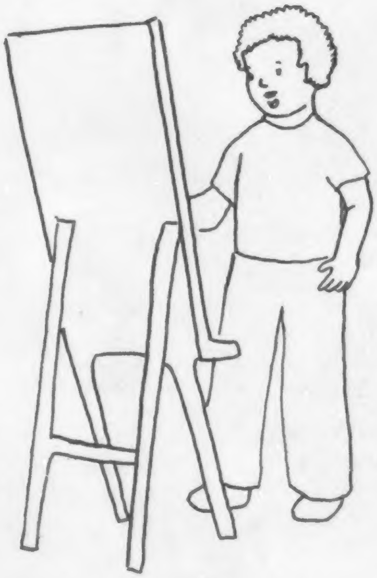
At three years of age children's longer attention spans makes possible short group experiences such as story-time or music time. Children are also able to spend more time at one activity.

Three-year-olds usually enjoy playing with others and thus need the opportunity to play with others of the same age. Sharing is easier now than it was when the child was two years of age, but conflicts over personal possessions may still be expected. The amount of time the child spends in dramatic play increases significantly over that of the previous year. Children especially enjoy dramatic play related to community and community helpers. This is a period when children have a strong need for someone to respect and understand their feelings.

LEARNING EXPERIENCES

Skills and Characteristics	Activities
Increased development of large motor skills	Provide opportunities for vigorous free play indoors and outdoors.
	Provide opportunities for climbing, jumping, riding wheel toys.
Greater control over small muscles	Provide opportunities for free play with blocks in various sizes, shapes.
	Provide a variety of manipulative toys and activities such as pegboard and peg sets, tinker toys, puzzles.
	Encourage children to dress and undress themselves, serve food, set the table, water the plants.
Increased development of language skills and vocabulary	Provide opportunities each day for reading stories to children in a group or individually.

	Encourage children to talk about anything of interest.
Beginning to understand number concepts. Usually can grasp concept of 1, 2, 3. Can count several numbers in series but may leave some out.	Count objects of interest, i.e., cookies, cups, napkins or dolls. When possible move them as you count. Allow children to count them. Display numbers in the room. Use calendars, charts, scales and rulers.
Enjoy music and are beginning to be able to carry a tune, express rhythm	Provide music activities each day. Sing songs, create rhythms. Encourage children to make up songs. Move body to music.
Curious about why and how things happen	Provide new experiences which arouse questions. Answer the questions simply and honestly. Use reference books with the child to find answers. Conduct simple science activities: what will the magnet attract; freeze water, ice cream; plant seeds; make a terrarium; fly kites on a windy day.
Enjoy art activities	Encourage free expression with paint, crayons, chalk, colored pens, collage materials, clay.



Four-Year-Olds

Four-year-olds show increased control and interest in perfecting and improving motor skills. Greater control of small motor skills is markedly expressed in drawings as they become representational symbols of the child's world--a house, person, flower. The following motor skills may be expected during this period:

Large Motor Skills

running on tip-toes
hopping on one foot and gallops
throwing a ball overhand
pumping self in swing

Small Motor Skills

unzipping, unsnapping and unbuttoning clothes
able to dress themselves
cutting on a line with scissors
lacing shoes, but not tying
making designs and crude letters

Four-year-olds may be extremely active and aggressive in play. They race up and down stairs or around corners, dash on tricycles or scooters, kick, hit and break things. They are often "out of bounds" in physical behavior, as well as other aspects of behavior.

Four-year-olds' attention spans are longer, they will usually finish activities that are begun. They may even spend a good deal of time planning an activity before beginning. With longer attention span, they can enjoy more group activities. They can listen as well as share in storytime and music time.

The imagination of four-year-olds is vivid and often seems to have no reasonable limit. Imaginary playmates often become a part of the child's play. This imagination often carries over into real life through tall tales and alibis.

Children at this age are great talkers. They enjoy serious discussions and ask many questions. Their questions may express interest in details regarding death and the birth process. Their language may range from silly words such as "ooshy-wooshy" or "batty-watty" to profanity. Loud, silly laughter may accompany such language.

Intellectual skills are demonstrated in classification activities and reasoning ability. Four-year-olds may be expected to have a basic understanding of concepts related to number, size and weight, colors, textures, distance, position and time.

Children at this age enjoy being with other children as they are more group-conscious. Pretending to be mothers and daddies, doctors and nurses, grocers and shoppers, police officers and mail carriers are activities which occupy much of their time during free play with other children.

Four-year-olds have a strong need to feel important and worthwhile and especially appreciate praise for their accomplishments. They also need opportunities to experience more freedom and independence.

LEARNING EXPERIENCES

Skills and Characteristics	Activities
Good balance and body coordination. Increased development of small and large motor skills	Provide opportunities each day for vigorous free play.
	Provide opportunities for the child to walk on a curved line, a straight line, a balance beam.

	Encourage walking with a beanbag on the head. Games: "See how fast you can hop", "See how far you can hop on one foot", "See how high you can jump". Provide opportunities to throw balls, beanbags, yarn balls.
Ability to group according to similar characteristics	Lotto games. Group buttons as to color or size. Provide a mixture of seeds. Sort as to kind. At clean-up time, sort blocks according to shape.
Increased understanding of concepts related to numbers, size and weight, colors, textures, distance and position, and time	In conversation, use words related to these concepts. Play "Follow Direction" games. Say, "Put the pencil beside the big block", or "Crawl under the table". Provide swatches of fabric and other materials which vary in texture. Talk about differences. Blindfold the children and ask them to match duplicate textures.
Drawings and art express world as child sees it through symbols	Provide opportunity for variety of art work. Encourage child to tell a story or talk about finished project. Encourage child to mix primary colors to produce secondary colors. Name the colors with him.
Awareness of the world	Build simple bird feeder and provide feed for birds. Record the kinds of birds observed. Arrange field trips to various community locations of interest (park, fire station, police station).

	Plant a small flower/vegetable garden.
Vivid imagination, enjoys dramatic play	Provide variety of dress-up clothes. Encourage dramatic play through props such as cash register and empty food containers, tea set and child-sized furniture.

Five-Year-Olds

The "Fascinating Fives", as they have been so appropriately called, tend to be stable, well adjusted and reliable. Generally they are secure within themselves, calm, friendly and easy to get along with. They are highly creative if creativity has been and continues to be encouraged.

At this age, children have gained much control over gross motor skills - to the extent that many large muscle skills are beyond the practice stage and are incorporated into dramatic play. For example, running, galloping and tumbling may be skillfully executed while playing cowboys. They often enjoy testing their muscular strength and motor skills. It is best, however, if children at this age compete with themselves for they are not yet ready for competitive contests. Losing can be a real blow to a five-year-old.

Some new motor skills which may appear during this age are:

skipping
performing tricks for example, standing on her head
performing simple folk dances

Small motor coordination continues to develop. The five-year-old may be able to accomplish:

copying designs or shapes, letters and numbers
catching small balls
safely handling saws and hammers (still with some supervision)
printing his name

Five-year-olds enjoy group activities. They enjoy planning a project in detail and are generally patient and enthusiastic about completing the work even though the activity may extend over a period of several days. It becomes important to complete work that is begun.

Five-year-olds enjoy each other and show increased cooperativeness in their play. They are more sensitive to the needs and feelings of others around them. It is less difficult for them to wait for a turn or to share toys and materials. They especially enjoy dramatic play.

Children may be expected to have mastered most language sounds by this age. Vocabularies are growing. Sentence structure is usually more complex.

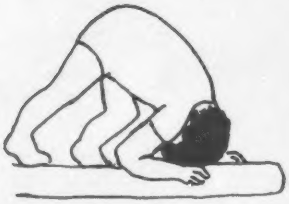
Many five-year-olds begin to collect and even classify things. Intellectual growth is shown in their ability to think through and solve simple problems. Intellectual skills which may be demonstrated are:

identifying a nickel, penny, dime
discriminating differences in weights, sizes, colors, textures
distinguishing right from left
counting 10 to 20 numbers in sequence

A charming characteristic of five-year-olds is their growing sense of humor. At this age, they enjoy jokes, nonsense rhymes or songs and riddles.

LEARNING EXPERIENCES

Skills and Characteristics	Activities
Good sense of balance and body coordination	Encourage body movement with records, stories, rhythms. Skipping to music or rhymes. Teach simple folk dances.
A tremendous drive for physical activity	Provide free play which encourages running, jumping, balancing and climbing. Tug-of-war. Tumbling on a mat.
Ability to distinguish right from left	Play games which emphasize right from left. Games can require responses to directions such as "Put your right hand on your nose" or "Put your left foot on the green circle."
Can discriminate between weights, colors, sizes, textures, shapes	Sorting games. Sort rocks as to weight; blocks as to weight or shape; marbles or seeds as to colors. Match fabric swatches.
Development and coordination of small muscles in hands and fingers	Encourage opportunities to paint, draw, cut, paste or mold clay.



	Provide small peg games and other manipulative toys.
	Sewing with large needle and thread.
	Provide carpentry experiences.
Increased understanding of number concepts	Count anything of interest - cookies, napkins, cups, leaves, acorns, trees, children, teachers, boys, chairs, tables, books, cymbals, drums, bells, number of children absent.
	Identify numbers visible on the calendar, on the clock, on measuring containers or other devices.
Enjoy jokes, nonsense rhymes, riddles	Read humorous stories, riddles, nonsense rhymes.
Enjoy creative, dramatic activities	Move body to dramatize opening of a flower; falling snow, leaves, rain; wiggly worms, snakes; blowing wind.
	Dramatize stories as they are read. Good stories to use are Caps for Sale, Three Billy Goats Gruff, Three Bears.

Early School Age—6-to 9-Year-Olds

Building on all that has gone before, young school-age children interact with a widening world to create new and more complex thought and behavior. Leaving the special world of early childhood, the children become involved with the culture through more extensive relationships with other children, adults and the world of books. Children at this age are industrious, learning to do complicated jobs and derive more satisfaction from work well done. They are acquiring more skill in dealing with more aspects of their world - the stores, the school, the church, the club. No longer are they dependent on others for care. Children learn to value privacy and their social world allows some freedom from constant parental supervision and authority.

Physical growth slows during this period. It is a period when children learn to develop their coordination and to learn and perfect increasingly complex motor skills. Actions that require combining large and small motor movements, concentration and some social aspects become more important. Jump rope games, ball games, jacks and the like begin to take on new importance.

The desire is no longer merely to do something - climb, throw, swim, run or ride bikes - but to do it increasingly well. The desire for recognition of achievement from peers and adults is becoming stronger.

School-age children enjoy group activities. They are capable of more complicated and extensive peer relationships. Doing things together, teamwork, and doing things by the rules becomes very important. This age group is fascinated by rules, and often develop games with extensive and very specific rules.

Their social skills and developing independence from adults makes for an attraction to clubs and secret groups as they grow toward the middle grades. They experiment with including and excluding children and become increasingly concerned with sex-role behavior.

Intellectually, the child's capability soars to new heights. In these years, the child becomes capable of flexible and systematic thought. More open to different points of view, the child can also consider more aspects of a problem and analyze different relationships. Children at this stage of development are learning to work through problems. They can stop and go back and check their reasoning to a greater extent. Space concepts of speed and distance begin to make more sense. Children at these ages are capable of much more outgoing projects, and of deferring rewards. They are increasingly able to classify and collect things on a more complex basis, understanding that things relate to each other at the same time in various ways. Intellectual skills can be demonstrated in:

using maps and following complex directions
telling time
complex symbolic play and games
distinguishing kinds of automobiles, or dogs or other things
developing arithmetic and science skills

The language of school-age children becomes increasingly competent. The ability to articulate clearly becomes nearly complete. Both speaking and listening vocabulary more than double. The child adopts the more complicated language structure of adults. This is the age period when children are increasingly able to enter into the world of written language, both in understanding and production.

LEARNING EXPERIENCES

Skills and Characteristics	Activities
Perfecting coordination of large and small muscle and perceptual motor coordination	Active games involving catching, throwing, sequential actions.

	Dances and rhythmic behavior and gymnastic activities.
Desire for social activities and peer relationships	Clubhouses, board games, group projects, jigsaw puzzles.
Desire for greater independence from adults	Chores, private areas, encourage greater responsibility.
	Individual reading area.
Desire for accomplishment and producing things	Models, cooking, craft projects, music lessons.
Understanding relationships in the world	Science activities, collecting, cataloging (trees, cars, athletes), social games.
Increased problem solving	Puzzles, experiments, math games, democratic discussion.
Reading and literature	Produce stories, scripts for plays.
	Wide range of books available.
	Record events, trips, experiments.
Greater awareness of the world	Films, trips to museums, workplaces, and other neighborhoods.

Children Are Individuals

Anyone working with children has to keep in mind each child is unique. Children have different abilities, interests, attitudes. They develop at different rates, and they will all lead different lives. The information above about age groups provides only loose guidelines. COMPARING CHILDREN TO EACH OTHER IS UNFAIR. When children are compared, we tend to confuse sooner or faster development with better development. The child who talks or walks early for instance, is not developmentally advanced except in that one area. And talking or walking early has little if any relationship with future language or motor skills or intelligence. The early walker may be less capable in motor skills at 6 or 12 years than a late walker. Children often develop in spurts, some more uneven than others.

Because children differ in their rate of development, their interests and their abilities, the job of providers is to consider the child in terms of his own development.

How are Bobby's physical/motor skills progressing over time? How balanced is his development? Are his language skills developing at a reasonable rate?

Caring for All Kinds of Children

Recognize the individual. Some important ways children vary that providers need to take into account are:

- Sense of security. Some children need more consistency, more reassurance and more confidence and trust-building. Sometimes insecurity can result in a child's tendency to withdraw. Some children's insecurity is reflected in more aggression.
- Activity level. Some children need more active play than others. They need the opportunity to move around, to jump, to run and bounce around many times throughout the day. Other children need more quiet time or more rest.
- Stimulation. Children respond differently to stimulation of all kinds. Tolerance for noise, for activity, for visual stimulation, for changes in the environment all differ in children. You need to be certain that the environment allows for differences by having enough activities and at the same time places for children to go to get away from the action.
- Thinking style. Some children quietly think through possible solutions to a problem; others push in and try the first idea that occurs. Some children are interested in experimenting to find out how objects work; others choose to ask friends if they know.

Providing for Children with Special Needs

Handicapped Children

Many Family Day Care Home Providers care for children who are developmentally disabled in some way. Providers should approach the question of caring for a handicapped child in the same manner as with any child: "Can I meet the child's particular needs?"

Children with a handicap benefit greatly from being with other children, and the other children benefit as well. Everyone, the children and the provider, learn that a disability is but one aspect of a person's life.

In determining whether a provider is capable of meeting the needs of a child with a particular disability, the provider should talk with the parents about the necessary physical environment and special care required for their child. An important consideration is whether the provider has resources available to offer information and assistance to both herself and the parents.

Children Who "Hurt"

Most day care providers will sooner or later care for a child who suffers from circumstances far beyond his control. Mental illness, poverty, divorce, alcoholism, violence, drugs, illness, dislocation or death can disrupt or destroy family life. How can providers help children trying to cope with harsh realities? Simply wanting to help, to offer support is positive. Ignoring the real hurt, the confusion that the child feels does no good. Treating the child like a fragile creature who cannot be hurt is pointless because the child already hurts. Children often assume they are to blame. A child in pain, like an adult, will not benefit from a hug and a "everything's o.k."

The following guidelines may help providers trying to help:

- Treat what the child tells you as privileged communication.
- Help clarify what the child is feeling and let the child know that you understand and accept her feelings and fully accept her.
- Be honest with the child, without being discouraging.
- Share your strength.
- Avoid expressing anger or moral indignation towards the child's parents particularly in the child's presence.

Children in crisis are often struggling to understand. You can help by putting the situation into terms the child may understand.

Parents need to know when their child is hurting. Without betraying the child's confidence and without putting the parents on the defensive by becoming angry or moralizing, you may help the child by steering the parent toward sources of help.

Children Suffering from Abuse and Neglect

Some children who "hurt" are, or need to be, protective service cases. Caring for these children requires understanding, patience and knowledge. Particularly important is the ability to work with the child's family in a supportive, nonjudgmental manner.

Abused or neglected children tend to demonstrate excessive behavioral extremes. Some will be very active, others withdrawn, either way demanding unusual adult attention. However, they often reject emotional closeness. They may have difficulty relating to either male or female adults and other children.

Working with these children requires a support network for the provider that includes advice, training and other assistance.

7. Caring for Infants in the Day Care Home

Caring for infants is very special and very important. Good care during infancy is probably more important than good care at any other time. If the infant is cared for in a way that helps development she can learn and develop skills and abilities that carry through life. If skills are not learned early, then they may be harder to learn later or future skills may be harder to acquire. What can a baby learn in a day care home? Infants can acquire basic learnings toward:

Attitudes of trust or mistrust.

Feelings of love and affection toward others if there is someone who really cares for them.

Initiative and motivation.

Coordination and physical skills, given adequate opportunities.

Beginning to think and to solve problems.

Language and words to tell others about their ideas and to learn about the ideas of others.

Feeling good about themselves if adults help them to feel successful.

Self-control and self-discipline.

The Importance of the Baby's Parents

Daily separation from their babies is often very hard for parents, particularly first-time parents. They are concerned about whether their child is receiving the very careful individual attention he receives at home. Mothers often miss the chance to closely observe the almost daily developmental changes that babies undergo.

Family Day Care Home Providers can help parents feel comfortable by:

- Accommodating as much as possible to parents' wishes about care routines - feeding schedules and kinds of food, toileting behavior and sleeping conditions. Agreement between day care and home routine helps the infant adjust to shared care. Accommodating parents allows them to retain a sense of control over their child's care and reinforces parents' sense of competence.

- Encouraging parents to discuss any special concerns, or to call from work if they feel like it.

- Sharing the joys of the baby's growth with parents. Taking care to reinforce the parents' sense of competence and pride in their child.

The Day Care Home Provider—A Special Person

Good care of infants requires special ingredients. To help the infant be successful, the most essential ingredient is a special person. It is important that she be in good health because caring for infants is hard work and babies catch diseases easily. She should also enjoy infants and enjoy giving the kind of care that infants need.

What are some of the things a good Day Care Home Provider will do to encourage the infant's development? She will:

- Care about the child and help make her world interesting and responsive.

- Try to make the child comfortable and content.

- Be excited and happy when the child learns new skills.

- Enjoy cuddling and holding the child.

- Keep the child safe and protected from harm.

- Get to know what the child is like and what particular things are interesting to him.

- Try to comfort the infant when she is fussy or not feeling well.

- Talk to, listen to and sing to the infant.

- Play simple games with him.

- Change the child's position frequently so she has new things to look at.

- Provide the infant with toys and new experiences to help the child learn.

- Respond to smiles with smiles and return the infant's babbles and gurgles as she plays with him.

- Encourage the infant to develop her skills.

- Talk to the infant about what he is doing.

- Allow the infant freedom to move, handle, explore and discover.

Planning and Scheduling

Planning ahead will help the Day Care Home Provider meet the baby's needs and her own needs with the least amount of difficulty.

Good Planning is:

- Making sure you have time to sit down and hold the baby at feeding time. These little rests will both save your energy and meet the baby's need to be held and cuddled often.

- Having food prepared and ready to eat before the infant gets too hungry to enjoy it.

- Putting the baby down for a nap before she gets over-tired.

- Making sure that you have given the baby lots of affectionate attention each day. It is important that the Day Care Home Provider talks with, plays with and holds the baby daily.

- Talking to and smiling at the baby at diapering time. This is also a good time to sing and to play simple games.

- Having a neighbor or friend available for help in case of emergency.

- Making sure that each day you have some special time alone with each child. This time should not be time associated with discipline, toileting or behavior problems.

- Making sure that your home has no health or safety hazards.

- Having adequate equipment and supplies.

- Having a place where a sick baby can be separated from other children.

- Responding to the needs of each individual child. Feeding times and nap times should depend on the needs of the child.

- Providing opportunities for the baby to get to know people such as grandparents and other infants.

The Day Care Home—A Special Place

What kind of world seems best to help infants learn and grow? The Day Care Home Provider should make her home a place where the infant can learn to trust simple things like when she will be bathed, fed or put down to rest. Part of the order in her home will be simple, consistent rules that the infant can learn. Predictability helps the baby feel more comfortable and behave in a cooperative way.

Arranged with Infants in Mind

Room temperature: For a very young infant, room temperature should be between 68 and 70 degrees when he is sleeping and covered with a lightweight blanket or two. After a month of age, the baby can sleep safely in a room as cold as 60 degrees with a few more covers. At bathtime, the room should be 75 to 80 degrees. Bath water should be about body temperature, tested with the elbow, not the hand. Avoid drafts at all times of the year. Air for cooling and heating can be directed away from the baby with screens or room dividers. Since babies spend a great deal of time on the floor, floor temperatures should be between 68 and 72 degrees.

Cleanliness: You should wash your hands carefully before holding and feeding an infant and before and after diapering.

An accident-proof home: Accidents account for more infant deaths than illnesses. You will want to make certain that no child suffers an accident in your home. You should go through your home carefully to make sure it is completely safe. In addition to the precautions for homes listed in Section 4, babies have to be protected from small or breakable objects on low tables, from lighted cigarettes and jewelry with sharp points, and from eating the contents of ash trays and cat boxes.

The home for infants should have open, clean floor space where the baby can crawl from place to place. Furniture should hold up as infants pull to stand--no loose chair throws.

The home should encourage the infant to explore within the limits of safety. Few areas should be "out of bounds." The young infant should have some time each day when he is out of the crib and free to crawl. Babies enjoy being placed on the floor where they can roll, kick and crawl. Play pens and gates should be used only as safety measures, not conveniences for the Day Care Home Provider.

Breakable or dangerous items should be stored out of reach or in a place that is always locked so the exploring infant can be allowed access to most of the household without getting into trouble. Freedom to discover leads to more curiosity, and curiosity helps the child learn new facts and ideas. Playing with pots and pans and inside of drawers and cupboards is fun for the infant.

Stimulation: The infant should be exposed to bright colors and a variety of objects to stimulate senses. During the first year of life, babies spend much of their time looking. The home should have many fascinating things to look at--right from the time of birth. Pictures, moving objects, brightly colored toys and colors attract infants. You may want to provide printed or colored sheets and perhaps a colorful mobile near the bed.

The day care home should contain a rich variety of toys and household objects. The baby learns as she plays with toys. Provide soft cuddly toys, rattles, measuring cups and other household objects. Each day a variety of clean toys should be easily accessible to the infant. Some Day Care Home Providers put the toys on low shelves to encourage the infant to reach for them. Offer only one or two toys at a time.

The infant's part of the house should have an interesting variety of sounds, textures and other sensory experiences. The wise Day Care Home Provider will find ways to provide interesting experiences, but avoid noisy, chaotic and disorganized stimulation which may upset the infant.

Adequate storage: Having adequate storage space will help you keep order in your home. A clean diapering area, such as a dresser top or high table, can be helpful. Diapers and other supplies should be handy to reach without taking your hand away from the baby. Never leave the baby on a table or bed, or turn away even for a moment unless your hand has a hold on the infant. Extra diapers can be stored in a nearby box, closet, drawers or on shelves. A handy place for blankets, extra clothes, toys and baby care supplies like pins, bottles and food should be arranged.

Learning About the World Through Play and Toys

Babies learn from play, just as adults learn from school and work. Through toys and games, infants develop new physical and social skills. Play is the child's most important way to learn. For children, toys are equipment for testing out ideas and gaining new information. You can enhance development by providing new play experiences.

What is a toy? A toy is anything the infant plays with or finds interesting. It can be expensive, cheap, handmade or household objects such as lids, pans, spoons or pieces of cloth. Some of the best toys are inexpensive. It is important that toys be varied as possible. The more things a baby can look at, taste, handle, bite, squeeze, scratch, bang, rattle and throw, the more will be learned about the environment. Here are a few suggestions for using toys to help infants learn:

Learning Through Hearing

Toy sounds: Use rattles to stimulate the baby's hearing. Homemade rattles can be made by placing small objects such as rice and lentils in a plastic bottle or jar and securing the top tightly.

Musical Sounds: Use bells with different sounds, music boxes, nursery rhymes, records and singing to stimulate hearing. The baby may enjoy occasionally listening to the radio or to records.

Common Household Sounds: Help the baby learn to listen to sounds such as the vacuum cleaner, broom, clocks, the radio, pots and pans.

Learning Through Seeing

Crib mobiles: Hang a colorful mobile or a toy where the baby can see it. Change the objects often so that the baby has new things to look at.

Pictures: Hang brightly colored pictures where the baby can look at them.

Books and Magazines: Use books and magazines with simple pictures to help the baby learn to see better and to understand what he sees.

Mirrors: Babies enjoy looking in mirrors. You can help the baby learn to recognize his image. Use an unbreakable hand mirror or hold the baby so that he can see himself in a wall mirror.

Common household objects: Many other objects in the home help the baby learn to observe. Provide opportunities for the infant to look at colored lights, tin foil, bright colored tissue paper, yarn and ribbon.

Learning Through Feeling

Petting animals: Allow the baby to feel the fur of a cat or dog.

Toys and household objects: Provide opportunities for the child to feel a variety of different objects and textures such as cold metal, plastic, round rubber balls, furry toy animals and plastic measuring cups.

Food: Babies learn by feeling the different textures of food such as smooth custard and crunchy crackers.

Dirt and sand: Young infants and children should have opportunities to play in the dirt or the sand.

Clothing: Provide opportunities for infants to feel different textures of cloth such as smooth velvet, soft blankets and furry house slippers. A "feely ball" for an infant can be made by sewing pieces of different textures of cloth together and stuffing it with clean discarded nylons or cotton.

Learning Through Smelling

Foods: Provide opportunities for the infants to smell different odors such as bacon, bananas and lemons. Other pleasant household smells such as vanilla and peppermint can also be used to help the baby become aware of different smells.

Flowers: Let the baby smell different kinds of flowers and other things from nature such as tree bark, dirt and grass.

Learning Through Tasting

Food: Expose the baby to a variety of tastes and temperature variations such as cold ice cream, warm puddings, cereals, and bananas. As infants are able to move bits in their mouths and "chew" or gum some substances, non-sweet cooky biscuits can be given occasionally.

Learning Through Moving and Doing

Infant swings and jump seats: Babies enjoy swings, rocking horses, rocking chairs and infant seats that allow them to move and to use their muscles.

Steps and Boxes: Babies enjoy and learn from crawling in and out of a large box or from climbing up and down a low step. Tunnels and inclines also encourage the baby to move and learn.

Toys that encourage action: Wagons, cars and large trucks encourage the infant to move around and to develop physical skills. A walking baby may want to push the stroller instead of riding in it.

Furniture encourages movement: Babies enjoy rolling or crawling over pillows, pulling themselves up on chairs or couches, and using couches to practice standing and stepping.

Learning Through Language

Talk and conversation: Babies learn most when you talk and interact with them. From birth on, babies learn by adults' talking and listening to them, making all kinds of sounds, imitating the baby's sounds. Diaperings, bath times and meal times are excellent times for "conversations" with babies. Help older babies learn the names of simple objects. Use words to describe to the infant what she is doing. Encourage babies to make different vowel and consonant sounds.

Picture books, stories and nursery rhymes: Look at picture books with the baby. Help the baby learn to name the pictures. Tell the baby simple stories and nursery rhymes.

Games and Play: Play games such as peek-a-boo and pat-a-cake with the baby. Help the baby learn the names of the parts of her body. Use the baby's name often and help the baby to learn her name.

Toys that encourage language: Certain toys such as play telephones, puppets and musical toys are especially good for helping babies learn to talk and listen.

Tips for Easier and Safer Infant Care

- Keep all diapering supplies in a convenient place. A shoe bag attached to the wall is a good place to store cleaning supplies, pins and an extra diaper.
- Hang a mirror down low so that the baby can look at herself.
- Attach a towel rack on the back of the baby's feeding chair for bib, towel and wash cloth. This will save steps.
- Change the baby's diaper before feeding and before sleeping. This will help the baby eat more comfortably.
- Cut the baby's finger nails when the baby is relaxed or asleep.
- Never leave the baby alone in or near water even for a moment. A baby can drown in a very small amount of water.
- Place the baby in new places and in new positions as often as you can. Place the baby so that he can see you and others. Babies enjoy company and having new and interesting things to look at.
- Use infant seats only on the floor or when you are carrying them. Babies' movements can tip the seats easily. As babies grow, infant seats should not be used.

8. Guiding and Disciplining Children

The children who come to your day care home will have individual characteristics. No two children can be handled in exactly the same way, but this chapter will offer some guidance suggestions that may be helpful.

Self-Control Is the Goal

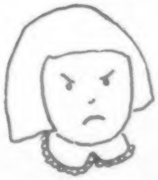
As children grow, one of the most important tasks is to develop self-control. Under the age of two, nearly all control is external, the child needs to be restrained by "no's" in the environment. As time goes on, with proper guidance and discipline, children learn to provide their own "no's." They slowly develop their own code of behavior. Self-control should be the goal of discipline.

Self-control is never easy (think of dieting). For children it's harder because of their inexperience and immaturity. They don't know the consequences of behaving in certain ways. They need to find out what are the acceptable ways of behaving; what are the limits. Children need help developing self-control, and adults do this by providing patient, consistent guidance.

Children Learn Behavior

Children learn behavior and attitudes through playing and talking with parents, brothers, sisters and other important people. A child's behavior is influenced by others.

Children learn appropriate behavior partly by trying and observing. Children push to find the limits. Arguments or whining can be tried to see whether this behavior gets the desired adult response. How the environment responds teaches them what behavior is acceptable, and what works. If the child's behavior is rewarded, he usually repeats it. If there is no reward or a negative result, the child may learn not to behave that way. What makes it tricky is that children learn by what actually happens, not just what they are told. Adults often reward negative behavior without knowing it. For example, adults say "no running in the house," but in fact children do run often in the house. The message is "running is okay sometimes." Some children feel any attention is positive, even adult anger.



Children come to the day care home having already learned behaviors and attitudes. Their individual personalities are also reflected in their behavior. Some children are happy and cheerful most of the time, others shy and quiet. Some children will cry a lot. Occasionally there will be a child who seems frightened or angry.

Don't blame the parents for an unhappy child because parents, too, have learned behaviors, and most are doing the best job they can. The role of a parent is a difficult one. Sometimes they have to raise children with little money, inadequate help and poor physical or mental health. The provider can sometimes help the parents feel good about their child by listening and talking with them, by suggesting new ways to handle problems, and by sharing the child's achievements with them. She can also help by providing a caring home during the day for each child. It also helps to remember that children will inevitably learn behaviors in the day care home that parents will find unattractive. Parents and providers have to work together to help the children learn proper behavior.

Children Learn by Copying

It is important that the Day Care Home Provider behave in ways that she would like children to behave, because children copy adult's behavior. This is called learning through modeling. It is one of the most powerful ways children learn. For example, if children live with people who are polite and respectful, in the long run they will probably learn to be polite and respectful. If children are treated kindly, they are more likely to treat other children the same way. In others words, children learn what they live. In a happy, relaxed home, children copy relaxed attitudes. In a home where a mother is nervous and finicky, the child might copy those behaviors. Children learn from what we do more than what we say.

Learning to say "please" and "thank you" are best learned from copying the behavior of an adult. Manners should not be overemphasized with preschoolers. Understanding the meaning of the use of "please" and "thank you" requires a complicated system of logic and knowing formal rules. Young children are not yet capable of these skills. Rather than requiring a child to parrot "thank you" or "please" it may be better to wait until children are older and able to more fully understand.

Rewards Help Children Learn

The Day Care Home Provider must know how to handle behavior problems. If each problem is handled wisely, both the provider and the child will feel good and be more likely to enjoy each other. The Day Care Home Provider needs to know what to do when the child scribbles on the wall, fights with other children, throws temper tantrums, or uses profanity.

The first and most important thing to understand is that it is more effective to reward good behavior than to punish bad behavior. A reward or "positive reinforcement" refers to positive ways adults can respond when children behave in desirable ways.

Social rewards provide encouragement for good behavior. Smiling at children, praising, patting and loving children; listening to children and holding children--these are socially-rewarding acts that make them feel good. If an adult smiles and nods when a child puts a toy back where it belongs, the child may learn to clean up toys and may learn to enjoy the activity.

Material rewards are objects children desire. Money, candy, toys, gum, etc. are all material rewards. When a reward is given in response to a desirable behavior, such as sharing toys, this behavior is often repeated.

There are big drawbacks in using material rewards. If children become used to getting rewards like candy, they may refuse to behave properly without them and will negotiate for more rewards. We may also be increasing the attractiveness of sweets or other foods. Do we want to consider the problems many of us have with weight and dental caries? We need to help children form good, healthy eating habits. Presenting any food as a reward for some other behavior attaches other meaning to the food. Then children learn to bargain with food too.

The Value of Positive Rewards

To help children learn appropriate or "good behavior," pay attention to and praise that kind of behavior. Remember, attention provides motivation for the child to want to repeat his behavior. Children often do things to get an adult's attention. If an adult only gives attention to bad behavior, the child will misbehave in order to receive the attention he wants. If an adult gives attention to good behavior, the child knows that attention can be gained that way.

Look for opportunities to reward children with praise.

When a Child Does These Things	The Day Care Home Provider Does These Things
Plays happily	Finds time to play with the child
Talks and laughs	Listens and talks back to the child
Washes hands for lunch	Says to the child, "You washed your hands all by yourself."
Puts away toys	Says, "You helped put away your toys."
Shares with another child	Smiles and says, "You're learning to share."
Learns to feed self with a spoon	Shows delight about the child's new learning and says, "Billy can use a spoon."
Takes first step	Gives child a big hug to indicate interest in this new accomplishment.

The Consequences of Behavior

An alternative to using material rewards is that of making activities children want to do logically dependent on proper behavior. Playing with a new toy depends on putting the old toys away. Getting to a field trip site depends on behaving in the car.

Make sure to follow through after setting up the conditions for proper behavior and explaining to children what you expect of them. Children seem to not take people seriously who give into their willingness or who repeat threats to them. Give the privilege or allow the activity only after the child behaves the way you have said she must behave. This system makes the child's own behavior part of the reward along with your approval.

The child's behavior is directly independently rewarding under certain conditions, too. One form of discipline is often called "natural consequences." This works both ways for a child: good results are rewarding; bad results are punishing. It means the adult lets it happen without interfering. A child who builds a block tower feels good and satisfied with the activity, which is rewarding because it works well. A child who knocks over someone's block tower may get hit by a block or by the child who built the tower. It hurts a little bit - the natural consequences of the act are not good; they are punishing. If this is true, the behavior is less likely to be repeated.

If children are likely to be really hurt, you cannot let it happen. It is up to the care provider to decide that each time a child is headed for the natural consequences of her behavior.

Some Behavior Needs to Be Stopped

Behavior that is harmful to children or harmful to property needs to be stopped. Many times it is necessary to stop children's behavior with action. For example, the Day Care Home Provider may need to stop a child from pounding on a table with a hammer by taking the hammer or restraining the child's arm. She can stop a child from tearing the pages of a book by taking away the book. Sometimes it is necessary to pick up a child and move the child to another area. Stop the behavior with action and by telling the child exactly what he cannot do. For example, if a five-year-old child is throwing food, stop him and say, "You may not throw food." It is appropriate to use statements such as:

"Do not throw sand."
"Bouncing the ball is an outside activity."

"I can't allow you to hit the baby."
"You must put away the toys."

Tell the child what behavior is disapproved of without belittling the child, judging the child, judging the child's personality or giving a "label."

Remember, children learn whether they can throw food, or have to pick up by what the Day Care Home Provider does, not what she says. If they do not pick up often because the provider does not see it, or she does it herself, or if the child gets away with throwing food, words are meaningless.

NEVER Shame or Belittle Children

Some ways of stopping behavior are more harmful to children than others. Help the child feel good about herself. Avoid statements that beat down a child's feeling of self-respect, such as:

"You are a bad girl."
"Don't act like a baby."
"John is a scaredy cat."
"Only dirty pigs throw food."

These belittling statements destroy a child's strength. They do not necessarily stop the undesirable behavior. Rather, they make a child feel poorly about himself. The Day Care Home Provider can show she does not approve of behavior by stopping the behavior without shaming or blaming the child. The issue in discipline should be the behavior, not the child's personality.

Some Behavior Will Disappear If Ignored

Children's inappropriate behavior will often disappear if the behavior is ignored. Children really do outgrow lots of the behavior patterns they try out when they are young, especially if no one notices. Behavior which is not harmful to the child or others can be ignored. Behavior which is not a signal of something going wrong can be ignored. Behavior which is its own reward, as in natural consequences for good or bad, can be ignored.

Obviously, crying, complaining and fussing should not be ignored. Children cry when they are sick, uncomfortable or need attention. The Day Care Home Provider must decide what is wrong. However, the provider should be careful to avoid attending to the crying itself. "Don't you feel well?" is more appropriate than "Stop crying." If only crying gets the attention the child needs, the child will continue to use that method. Some behaviors that can often be handled best by ignoring include:

- Swearing: Young children use swear words or other words which make adults cringe, because adults do pay attention to them. Adults and other children give the words power by reacting to them.

- Temper tantrums: Young children sometimes throw themselves on the floor and yell and scream to get attention. If they are safe from harm and not bothering others too much, this is behavior to ignore. It seems a good way to help a child outgrow it. This also means not characterizing a child with "He has got some temper." Ignoring really means no attention at all.

- Complaining and griping: Children, like adults, need to have an opportunity to complain when they are unhappy. Words are a good way for children to release pent-up feelings, and the release is rewarding. Adults can ignore it unless the complaint is justified.

Casual adult behavior, or active ignoring, may be the best approach for some behavior. "If you have to do that, go someplace else." "Go swear in the bathroom because we don't want to hear it."

Behavior That Makes Us Uncomfortable

Swearing and racial slurs are examples of one kind of behavior that embarasses us. Adults need to show disapproval, but in a manner described above, that doesn't add to the power of the words.

Sex-related play is another kind of behavior we find hard to cope with. It is natural for children to be fascinated by their bodies and the bodies of others. Masturbation or "playing with oneself," is as natural as thumb-sucking, but certainly less socially acceptable. As children express their curiosity by exploring their bodies they discover that touching their genitals is pleasant, as is thumb-sucking, twisting a lock of hair, stroking a favorite blanket. Masturbation is not harmful to children and is best dealt with by ignoring it, or providing another activity for the child to do with hε hands.

Playing doctor or other forms of sex play are also a natural expression of curiosity in young children as they explore themselves and others. This type of activity is best ignored or dealt with by suggesting another activity, if you would rather not get into sex education as a topic of discussion. If you want to talk about bodies and sex, do it positively. Calling attention to sex play in a scolding way or punishing children will cause them to develop unnecessary guilt.

Older children can be taught that some things are private and intimate, and good under those conditions. Some things need to be controlled. Be careful that the child is not learning that bodies are bad or shameful. Active ignoring, or redirecting the child to something else, or explaining intimacy to older children will teach children that some behavior is unacceptable in public without being bad.

Redirecting Children

A great deal of good guidance is given by redirecting a child to do something else. This is a sensible way to teach children what is right, or what you expect them to do. Redirecting means to substitute or exchange one activity for another. For example, if the Day Care Home Provider disapproves of a child's playing toss with a sofa pillow, she can redirect the child by saying, "John, here is a ball to throw. We don't throw pillows." Redirecting refers to substituting an activity that is appropriate for one that isn't.

When a Child Does These Things:	The Day Care Home Provider Can Redirect by Doing These Things:
Chews a book.	Take away the book and give the child a teething ring or clean plastic toy, saying "Here, chew this."
Starts to scribble on a table.	Give the child a piece of paper and show the child how to scribble on the paper.
Runs wildly through the house.	Take the child's hand and show the child something interesting to do. Let the child help feed the fish. Ask the child

	to color with the new colored chalk. Or take the child out to run outdoors.
Seems tired and irritable.	Introduce an interesting toy or activity.

Redirecting often works better than nagging or punishing a child. It is an especially useful technique with babies and toddlers who are too young to understand why they can't play with or do certain things.

Is Punishment Ever Appropriate?

Punishment, unlike naturally punishing consequences, usually means some negative or restrictive condition the adult places on children as a result of their undesirable behavior. It is a negative reward and is a kind of attention paid to children's behavior. Sometimes punishment actually rewards bad behavior.

It is important to remember that children learn quicker and feel better if they are rewarded for good behavior instead of only punished for bad behavior. Punishment is a last resort and does not work very well. It may stop the behavior temporarily, but the results are unpredictable. Punishment may occasionally help children to learn to do the right things; sometimes it only makes them resent the adult; sometimes it stops the particular behavior, only to lead to other unacceptable behavior. Punishment may even cause more undesirable behavior. Some children will seek all the attention they can get, even negative attention. Physical punishment also teaches children that using force is permissable.

Parents usually give day care providers permission to punish children. Sometimes they encourage it. Even so, you, the provider, should never physically punish another person's child. This means you should never spank, slap or shake a child, jerk a child by the elbow, slam him into a chair, or things like that. Any of these actions may result in injury, even though the adult did not mean to act quite that harshly. You could, under those conditions, be in trouble with Iowa's child abuse protection laws. In any case, you are in business to protect children and care for them, not hurt them. No punishment involving any mental or physical hurt, including "hurt feelings" from being shamed, is ever appropriate.

Helping Prevent Inappropriate Behavior

There are many ways to prevent children's misbehaving. One of them is to arrange the home especially for children.

The Day Care Home Provider should put away fancy figurines and objects that can be broken easily until children are old enough to understand about their proper care. A fenced yard for children will help to keep the children away from the street, and make it unnecessary to nag. If many interesting toys, games and activities are available, children are less likely to fight over toys.

The Day Care Home Provider's job is to create a "yes" environment with a minimum of temptation. It is easier to establish proper behavior if there are few restrictions. And the less the provider has to say "don't touch," the more time she will have for positive rewards.

Reasonable Standards for Children

Children often seem to be misbehaving when actually the rules and standards may not be reasonable. Make certain that the rules made are reasonable for the age of the child being worked with. This means that the individual child is mature enough, developed enough, to understand and to do what is expected. Adult standards are seldom reasonable for children. It is important to remember that a child's age, stage of development and previous learning often behave in ways that adults might consider rude. Children may appear rude by forgetting to say "thank you," talking out of turn or bothering and pestering others. These behaviors do not mean the child is "bad."

The child may not be capable of being polite, sitting still, or behaving in an adult way until she is in a more advanced stage of development that would allow her to take another's point of view, or until she acquires an attention span and the other physical abilities that would allow her to behave differently. Adults often expect children to behave like grown-ups before they have matured or grown up enough physically to allow them to act like adults. What is reasonable for an older child, may not be reasonable for a younger child. It is not appropriate to expect a two-year-old to eat without spilling food. Children learn by spilling and through experimentation. For a two-year-old spilling food is a normal part of development. Children will also differ in other ways.

Some children will take a nap in the afternoon. However, it is not reasonable to expect all of them to sleep for two hours. Children are different, and they require different amounts of sleep. What seems reasonable for one child may not be right for another.

Most children are capable of helping put away the toys. A two- or three-year-old will probably not put away the blocks in an orderly way. Children learn slowly, and they need help and guidance from adults in learning to care for and put away toys and equipment. It is important that adults not deaden and spoil a child's desire for play and work by insisting upon unreasonable standards in the care of materials. This is easier for us as well. Often the reason children do not learn to care for themselves or their materials is that it is often less effort for adults to do it for them than to patiently help the child learn.

The Day Care Home Provider needs to use common sense in dealing with children's discipline problems. No single set of rules will apply to all homes because mothers as well as children differ. It is important that the Day Care Home Provider, in cooperation with the child's parents, decide which behaviors she approves of and then be consistent in her approval. Then she can work with children using praise and other positive means to guide their behavior.

9. The Day

Scheduling and Pacing

A family day care home can provide many interesting and valuable learning and living opportunities for children. Scheduling and planning on the part of the provider are essential so that the day can be enjoyable for everyone. Each family day care home schedule will be different because each situation is unique - different providers with different personalities and skills; children who are all unique and all have special needs; and houses and apartments which vary in how they may be used.

The Importance of Flexibility

One of the good things about day care homes is that they tend to be flexible places. A Day Care Home Provider is usually able to respond to each child's needs rather than insist that all the children conform to a schedule. When an exciting event takes place, such as a birth of baby guppies, children can watch. If a child comes to the day care home tired, he can go back to bed. Children can occasionally do special things, such as going fishing or to the circus. On the spur of the moment, the children can be allowed to run through the sprinkler on a hot summer day. It is important that you take advantage of these exciting "spur of the moment" opportunities for fun and learning.

A Planned Order

Just as flexibility is important, so are routines and a planned order. It helps children and adults feel more comfortable and secure if they know that certain things will occur about the same each day. Activities such as a snack, lunch, and rest time should happen about the same time and in the same way each day. Children like to know "We wash our hands before snacks and lunch." There are times when "We can choose the games or activities." "After lunch we have a nap." "I go home after play time." Children are not harmed by occasional changes. Obviously if children are interested in the weather and are watching the rain and lightning during a storm, lunch may be served 20 minutes late. However, a day care home tends to run smoother if there is order and some sameness in the day.

The Importance of Planning

Some growth and learning requires planning on the part of the Day Care Home Provider. Planning can help you provide a variety of activities and experiences for children. Planning can also ensure that individual children are considered and their special needs are met. Much of this kind of planning will occur in your head when you ask and answer questions such as: "What games could the children play to help them learn the concepts 'same' and 'different'?" "How long has it been since we have taken a field trip?"

As you think about problems, you make plans to improve each child's day. Children will feel happier and enjoy the day care home more if you plan occasional new activities and games. Both children and adults get bored doing exactly the same things day after day. Planning that alternates quiet small muscle activities - such as playing with blocks - with noisy, large activities - such as running and jumping - will benefit both you and the child.

Special occasions, such as birthdays and holidays, sometimes require special planning to help children appreciate and enjoy these times. The skilled Day Care Home Provider may want to make written plans or a simple note to help organize the day and avoid forgetting important ideas.

There are many different kinds of plans, reminders or notes. They may be hand-written notes on a scratch pad, 3x5 card or a blackboard. They may be more complete or complex, typed on sheets of paper.

A plan might involve one child:

TODAY:
PRAISE JIMMY'S
EFFORTS TO
DRESS HIMSELF.

A plan might involve a parent:

TELL JUDY'S
MOTHER THAT
SHE CAN NOW
SAY "DOG".

A plan might involve a game or activity:

SINK AND FLOAT
MATERIALS: A SMALL PAN
OF WATER, PENNY, SPONGE,
A NAIL, BLOCK, PENCIL
LEAF.
1. INVITE CHILDREN TO FIND
OUT WHICH OBJECTS SINK
AND WHICH OBJECTS FLOAT

A plan might tell what is served for lunch:

LUNCH:
MILK
HAMBURGER SOUP
CARROT STICKS
APPLE SAUCE
WITH RAISINS.

and also plan-

An aid to planning and organization is a filing system. The Day Care Home Provider may wish to keep a file containing materials and ideas for helping children learn. The file might be as simple as a cardboard box with dividers, or it may be one drawer in a chest or a regular business filing cabinet. The important thing is that it be arranged in such a way as to help the Day Care Home Provider locate important information and ideas. The file might have sections for games, poetry and songs as well as for learning activities.

Daily and Weekly Planning

Although days may be different in each situation there are basic activities and routines that can be provided and which usually form part of the day in a family day care home. These may include

- meals - breakfast, if part of the agreement; morning snack; lunch; afternoon snack
- nap or rest time after lunch and in the morning for infants and young toddlers
- large motor activity - indoor or outdoors
- small motor activities using small manipulative games and toys
- outdoor activity except in very bad weather
- art activities - coloring, painting, collage, etc.
- language activities - stories, fingerplays, verses, puppets, etc.
- music activities - singing, movement, games, listening
- science activities - animals, plants, waterplay, magnets, magnifying glasses, nature walks, etc.
- dramatic play - dressing up, playing house, fire fighter, school

When planning a day, some other things to take into consideration are:

When are the times the children need large muscle activities?

When do they need quiet activities?

What types of group activities are appropriate?

When should the children be working/playing independently?

Is there a balance between noisy and quiet times?

When thinking of a day, it is helpful to have some fixed times and routines. Children and providers need the security of some regular routines. These would include regular times for snacks, meals, rest time and outdoor play.

Some Family Day Care Home Providers find it useful to have a theme for a week and plan activities around the theme. Themes might include seasons, nature study, transportation and special interests and activities may be planned around these themes. It may be helpful for some providers to plan on a weekly basis if using weekly themes. A form like the following one may be helpful in weekly planning. This type of plan does not tie the provider into specific time slots for each activity, but provides a weekly overview.

Weekly Planning Guide

DATES: ______________________

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Activities					
Afternoon Activities					
Special Activities (e.g. Field trips/birthday parties					

Learning Activities

Everything that happens in a family day care home is a learning activity, as are all the experiences in a child's life. Family day care homes provide many opportunities for learning.

Learning Goals for Children in the Day Care Home

What can children be expected to learn in a day care home? Both parents and Day Care Home Providers are interested in the growth and learning of the children. You need to be aware of how children learn and what they learn so that activities to encourage their growth can be planned. Day Care Home Providers should encourage the children to:

- Feel cared for and secure.
- Enjoy and feel successful at learning.
- Think and solve problems.
- Develop physical skills including the use of small and large muscles.
- Express themselves creatively using language, poetry, art and music.
- Appreciate beauty and become more aware of the world they live in.
- Work and play with others.

A child needs to feel good about himself, other people and the surrounding world. If the child does not, he will not be as likely to achieve the other learning goals.

Helping Children Feel Good About Themselves

Children learn best when they feel successful and happy. The teaching of facts and skills should never become more important than helping a child feel good about herself. If the child is treated with kindness and consideration, she will feel more secure. If the child is constantly scolded, blamed and punished, she will likely feel negatively about herself. The Day Care Home Provider's actions as well as words tell the child she is a "good" or "bad" girl.

To help children develop healthy self-concepts, you should look for many ways to praise and encourage each child every day. The Day Care Home Provider can do this by watching carefully and using words that will help each child feel successful.

Comment on what children can do, what they have already learned and what situations they can handle:

Accept children's feelings.

Help children feel loved.
Encourage self-expression.

Learning Through Helping

One of the very important advantages of family day care is that it allows children real involvement in day-to-day home life. Children love to help and family day care provides many opportunities. Washing dishes is real-life water play. Setting the table or putting away silverware is valuable sorting experience. Polishing silver, dusting furniture, vacuuming, shopping, going to the laundromat and washing cars are activities that children can do for real, as well as pretend when they are playing house. Letting children help requires some planning, supervision, and patience, but the results in learning are high.

Learning Through Play

Adults sometimes have a difficult time understanding that children learn through their play. Play is a child's "work". Play is also a good way for adults to learn about children. By listening to children at play, or through joining in their play, the Day Care Home Provider can learn about their fears, joys and interests.

Almost all play helps children learn. It is through play that children learn and practice over and over what they learn. Children do not usually learn by doing something only once. They need to replay activities to help them master skills and abilities. The repetition of play helps to make learning more permanent.

Children Learn Through Sand and Water Play

Sand, water, corn meal, gravel, rice or other such materials are extremely important learning materials. Children are little scientists exploring the qualities of materials around them. By pouring, sifting, mixing, and measuring (and being careful not to spill), children learn much about the substances that go together to make biscuits or cookies. Water can be colored or soapy. Sand can be dry or wet.

Remember, children experience life much less verbally and intellectually than we do. Touch takes on added importance. An environment that allows children to "mess around" with many different substances is rich in learning opportunities.

Children Learn Through Block Play

As a child plays with blocks - building houses, roads, bridges and towers - he learns many things. Through this experience, the child comes to understand that some blocks are heavy and other blocks are light. The child can also learn that blocks can be stacked to balance.

In addition, the child learns to hold a plan or idea in his head and to carry out the plan while building. This ability to "hold" an idea in one's mind is necessary in learning to read and for thinking skills. The child learns that blocks can stand for a real-life object, such as a train. This is preparation for a later understanding that the word "TRAIN" can stand for a real train. Without this ability, children have great difficulty learning to read because reading is based on a symbol system that requires an understanding of how a phrase such as "Birthday Party" can mean a real birthday party.

Children also need many real-life experiences in order to understand words. For example, a child would need to have a real birthday party before the words "Birthday Party" could be fully understood.

Children learn many other things as they play with blocks. For example, they improve and develop muscle skills in their hands and arms. As they learn to balance blocks, they learn how structures are located in space. As children build small play cities, they learn skills necessary for making and reading maps.

Children Learn by Playing House

Playing house helps children learn and practice the roles of family members. As they act out roles, they begin to understand what it is like to be a mother or a father. Through a play role, children practice duties they will carry out as adults. This play-acting helps them develop their own unique personalities and learn to understand other people. Children also learn new words and to work and play independently and with other children. Through play-acting, children can release pent-up emotions. The child who "spanks" her doll is expressing her feelings in a way that is emotionally healthy and does not harm her baby sister.

Children Learn Through Stories and Books

Children learn about books and their value when they see adults reading. You can help children by reading yourself, letting them know you enjoy reading. They also enjoy being read to and delight in having favorite stories read to them over and over. Telling children stories without books can also be a lot of fun for the provider and the children. Children can be encouraged to act out stories they know, tell stories with puppets, story boxes and flannel boards. It is important to have books that children can look at themselves. A nice outing with children can be a regular visit to the library to change books and for the library's story time (if there is no story time, you may be able to request it.) You can also introduce young children to poetry through nursery rhymes, simple poems and fingerplays. Your librarian can help you find these books for children.

Children Learn Through Music

Children enjoy music in many ways. Infants will respond to music and settle down when soft, gentle music is played. Toddlers will enjoy singing along to simple nursery songs. Preschool children enjoy listening, moving to music and making music with their voices and simple rhythm instruments. Music can help them learn to use their voices and to express ideas and feelings. Through movement, dance, and games, children perfect the use of their muscles and learn to coordinate one part of their body with another. Children enjoy singing and often enjoy songs that grown-ups sing, too. Many folk songs that adults sing are fun for preschoolers. Some examples are:

This Land is Your Land
Michael, Row Your Boat Ashore
I've Been Working on the Railroad
Little Red Caboose
Old Macdonald
She'll Be Coming 'Round the Mountain

Children also enjoy singing games. Two- and three-year-olds enjoy:

Sally Go 'Round the Sun
Ring Around the Rosie

Older preschoolers enjoy singing games like:

Allee Allee O
Looby Loo
Hokey [illegible]ey
Oats, Peas, Beans
Farmer in the Dell

The bibliography at the end of this manual lists some good song books.

Children Learn Through Creative Activities

Art, music, dance and creative activities are helpful in helping children grow and learn. Through painting and drawing, children learn to express ideas, feelings and emotions. A child's drawing made when angry is different from one made when the child is happy. Art is a healthy way to express feelings.

Provide children with art materials such as crayons, colored chalk, felt markers, plain and colored paper, clay and dough, wood, paste, scissors, tempera paints, blunt needles, tools and many bits and scraps of yarn, fabric, cork, spools, feathers, net, egg cartons and other "junk" items. Children enjoy doing works of their own creation with materials. They do not need to be told what to make. In fact, if you want children to learn creativity and planning and thinking skills through art, you should resist the temptation to tell them what to make and how to make it.

You can help them by teaching them how to use scissors, by suggesting they try mixing paints for new colors, and by encouraging them to try many different things. You can help by giving them adult tools, such as a rolling pin to flatten clay, or a real hammer to work with nails and boards, and by watching closely to keep them safe while they learn skilled use of the materials and tools of creative art.

Children Learn Through Small Motor Play

Puzzles, Leggo, Fisher-Price sets, Lotto, Tinker Toys, stringing cards and beads and other toys are familiar learning resources. Children polish their motor and perceptual skills while using their developing intellectual capacities. Equally valuable are materials found around the house that children can sort or match up. Buttons, colored pebbles, silverware, different-sized jars and lids, nuts and bolts, or similar materials can be used to help children learn to make the discriminations essential to intellectual development.

Children Learn Through Large Motor Experiences

As children grow and develop, they become more aware of their bodies and what they can do and their growth enables them to do increasingly complex activities. Infants need the opportunity to crawl and explore. Toddlers need the opportunities to learn about walking and exploring more widely. Young children need opportunities for running, skipping, galloping, climbing and jumping. They need to develop an understanding of their bodies and what their bodies can do in space. To develop understandings of concepts like "above," "below," "in," "out," "over," "under," "through," "behind," "in front of," they need opportunities to do these activities.

Family day care homes can provide opportunities for large motor experiences outdoors in the yard or playground, or indoors in an open space made by pushing the furniture aside. An open space in a playroom with some chairs overturned in different ways, a table, and/or blankets can provide obstacle courses for children to use to explore these concepts. Large and small cardboard boxes and furniture crates give children lots of ideas, and muscles lots of exercise. The provider can help the children set up a safe environment and encourage the children to use appropriate language for these concepts. "Sarah is going through the tunnel," "Jeff is above the chair," etc.

Children Learn Gradually

To help children feel successful with learning, it is important for the Day Care Home Provider to understand that children learn slowly, bit by bit. A baby does not learn to walk in one step. The baby first learns to kick her legs, and wiggle feet and toes. The baby learns to roll over and to coordinate arms and feet. Gradually, the child strengthens leg muscles by crawling and standing. Around twelve months, the baby may be ready to try walking. A Day Care Home Provider or the child's family can help the baby learn to walk by caring, encouraging and giving a hand where needed.

Most other skills and abilities are also learned in this slow step-by-step way. For example, a child might first learn to tear paper then cut with scissors. Later, children can learn to cut out pictures or shapes. Children should not be expected to cut out pictures or shapes before they are ready. Rather, children should be helped to feel successful at whatever they are already able to do.

One of the roles of a Family Day Care Home Provider is to provide activities that each child can do. Many activities, such as block building, are appropriate for any age of child. Other activities are not appropriate for all children. The Day Care Home Provider will need to watch carefully to see what a child can do and then help the child feel successful, rather than requiring the child to "color inside the lines," or "cut out a picture" before the child is ready.

Children and Games

Preschool-age children have a difficult time understanding games with rules. They become frustrated when the rules do not fit their situations and often want to change them. For this reason it is a good idea to choose very simple games with as few rules as possible. Young children have a difficult time with competition as well. The whole concept of winners and losers can be very difficult for them to deal with, and it may be easier to avoid situations that are competitive.

Summary

- Talk to your children as you go about your day.
- Help children learn the names for toys, plants and animals, and household items.
- Let children help set the table, cook, and do the dishes.
- Answer children's questions simply and truthfully. If you don't know the answers, tell them that, too. Maybe you can find answers together.
- Take children for walks around the neighborhood, to the library and the grocery store.
- Listen to children and encourage them to talk. Ask them about things they know and are interested in--themselves, their families, their pets, their toys.
- Build children's independence by helping them learn to do things for themselves. Encourage them to try to put on their shoes by themselves. Help them figure out the jacket zipper and how it works.
- Invite children to help with household tasks, such as watering the plants, dusting, and feeding the cat.

The Day Care Home Provider should avoid the kind of school learning that requires drills, memorizing material or sitting still for long periods of time. She should encourage the kind of learning that naturally appeals to children such as games and activities that encourage children to use action, be involved, and to learn by touching, seeing, tasting, smelling, hearing and using their whole bodies.

Field Trips

The Day Care Home Provider can provide many interesting learning experiences for children if she knows how to go about it. Many people, places and things in the neighborhood will help children learn what their world is about. The provider can arrange for the children to learn about adults at work, meet new people, go to new places and learn new ideas. Children can learn by accompanying the provider on errands.

Two or three homes can join together for trips, picnics or excursions to the park.

Special People

Many people are willing to come to the day care home and talk to children about what they do in their jobs. Other people will allow the provider to bring children to see them while they are working. Here are some suggestions that will give children a chance to meet new people.

Police Officer: The Police Department encourages police officers to come talk to children and explain what a police officer does in a community. Often they will bring a police car or a motorcycle to the home for the children to see.

Fire Fighter: Fire Departments are happy to have children come to the fire station to see the fire engines, ladders and other fire fighting equipment. Fire fighters will sometimes bring a fire truck to the day care home.

Nurse: Many hospitals or nursing schools have student nurses who will come to private homes and give demonstrations as well as tell about what nurses do.

Hair Stylist: A hair stylist may be willing to come to the day care home and cut or shampoo a child's hair while the other children watch.

Pilot: An airplane pilot has an interesting job and one may come to a day care home to explain his job. If the provider lives close to an airport, she might arrange to have the children go on board an airplane.

Plumber: Invite a plumber to show children how wrenches and other tools are used to fix clogged drains and plumbing.

Home Economist: Many dairies have people who will sometimes go to a house to demonstrate how butter is made. The Dairy Councils also provide materials such as miniature farms and butter churns that could be used in a day care home. Gas and electric companies sometimes have food specialists, too.

Telephone Operator: The telephone company will allow children to visit with a telephone operator at work. The telephone company might also have people who will bring telephones to the home so that children can talk to each other on the telephone.

Zoo Keeper: Visit the local zoo with the children and maybe arrange a personal visit with the zoo keeper. Many zoos have animal trainers who will bring animals to day care homes.

Many other people such as chefs, doctors, mail carriers, teachers, musicians, restaurant people and poets have interesting jobs and will be happy to explain them to children either in the day care home or at their places of work. Sometimes parents of day care home children are able to share their work with all the children.

Special Places

Children grow and learn as they are involved in exploring and playing in their neighborhood. The Day Care Home Provider can help children by planning activities outside of the home which give them an opportunity to see new places. New places can provide new learning. Even the grocery store and the neighborhood park offer many opportunities for children to learn new things.

The Grocery Store

At the grocery store children can learn about:

FRUIT AND VEGETABLES
This is a pear.
Artichokes are green.

MILK AND DAIRY PRODUCTS
Milk is stored in cartons.
It comes from cows.
Butter comes from milk. - Oleo margarine comes vegetables.
Cheese is white. Sometimes color is added to make it orange.
Some cheese has holes in it.
Cheese comes from milk.

MEAT
Meat comes from animals.
Beef is ground up to make hamburger. Sausages and and weiners are made of ground meat.
Some meat costs more money than other meat.
Pork comes from a pig.

DIFFERENT JOBS
The butcher cuts the meat.

The bagger puts groceries in a sack.

The produce person keeps the vegetables fresh, and unpacks them from crates.

Truckers and delivery persons bring the food to the store in big boxes and someone puts it on the shelf.

MONEY
Food costs money.

Cash registers are machines which add prices and hold lots of money.

The numbers on the package can tell the price of the food.

One dime will buy a package of peanuts.

PEOPLE
Some people especially like children.

Children are sometimes too small to see above the counter.

Candy, snacks and gum are put down low so children can see them and want them.

The store manager is a nice person.

The Park

At the neighborhood park children can learn:

To use their small and large muscles.

To use new words and concepts:
    The dog "chased" the stick.
    Water is "wet."
    The sky is "sunny."
    Sand is "heavy."

To enjoy grass and trees and sand.

To play with other children.

To run free in large spaces.

Suggested Field Trips for Children

Zoo
Park
Aviary
Botanical gardens
Grocery store
Ice cream store
Gas station
Post Office
Library
Department store
Bakery
Laundromats
Walking in the neighborhood
Construction site

Pet store
Farm
Goat farm
Natural history museum
Garden center
Police Station
Fire Station
Hardware store
Florist shop

To be an enjoyable learning experience for children, trips must be planned especially for them. This will involve planning ahead and thinking about children's needs and how children learn. If children are required to be quiet or wait for long periods of time, they will tire, become cross and irritable, and no one will enjoy the trip. The best trips involve action and the child's senses. The grocery store can be fun if children can walk around, touch the cans on the shelf, look at the meat, smell the fresh bread baking, see the fruits and vegetables, push the cart and feel the cold air in the refrigerator case.

If a planned trip does not involve learning by doing, it is probably not a good trip for children. Children do not learn well by just hearing and looking, they need to learn by touching, smelling, tasting and handling real materials.

The Day Care Home Provider can help ensure the success of the trip by giving some thought to the following suggestions for neighborhood trips with children.

Tips for Trips

1. Keep neighborhood outings and trips short. Children tire and become irritable if the trip stretches out too long, particularly if naps and eating times are delayed.
2. Take along supplies needed for the trip. Snacks to eat, toys for children to play with, clothing and dry diapers might be essential for a comfortable trip. The provider might want to take along a wet wash cloth in a plastic bag for quick clean ups. She may want enough small bags for each child to have one for collecting trip treasures.
3. Never attempt to take more children on a trip than can be supervised safely. There should be an adult responsible for caring for every three to five children. If taking young babies and toddlers, an adult is needed for every one to two children. You may need to ask a friend to go along.
4. Prepare the children for the trip. To make trips more fun and help children learn more, tell them where they will be going before they go. Tell the children what might happen. Then after the trip is over, let children talk and draw pictures about what they saw. Discuss the trip with them.

10. Health, Safety, and First Aid

Occasionally a child being cared for by a Day Care Home Provider may become ill. The provider may wish to establish a policy stating when she will accept a sick child. This policy may be incorporated into the Mutual Agreement (see Chapter 3) between the home provider and the parents.

Points to consider in accepting sick children are:

- Can proper care be given to the sick child and still allow time to care for the other children.
- If the illness is contagious, can the sick child be adequately isolated?
- Can medications be managed by the Day Care Home Provider? Has written permission been granted to do so? (See Release Form, Chapter 3)

It is important to respect the parents' feelings about their children's needs when they are ill or well.

Caring for a Sick Child

In spite of the good food and good care the children receive in the family day care home, they sometimes become ill or have an accident. Many of their illnesses are not serious, but some could become serious if proper care is not given. Here are a few signs that might indicate the child is ill:

Flushed face and hot dry skin
Loss of appetite (more than one meal)
Diarrhea (over six loose stools a day)
Change in usual behavior
Vomiting
Unusual paleness, coldness, or clamminess
Excessive sleepiness during the day
Nausea for more than ½ hour
Watery or glassy eyes
Loss of weight of more than 5 percent
Rash, bumps, or breaking out of the skin
Sore throat, hoarse or husky voice, or swollen glands
Convulsions or spells causing a child to shake or twitch
Stiff back or neck
Pain in ear, head, chest, stomach, or joints

These conditions indicate that the child may have either a minor or a major illness. In many of these cases a doctor should be contacted and the child should be watched carefully. Usually a doctor will want to know the child's temperature before he gives a recommendation for care. It is important that you know how to take a child's temperature accurately and safely.

The following instructions should be helpful for taking a child's temperature.

To take a child's temperature rectally:

- Use a rectal themometer.
- Wash the thermometer in soap and lukewarm water before using.
- Shake the thermometer down to no more than 94 degrees before using.
- Put the child on his stomach, hold down with left hand on the small of the back, gently insert it about 1 inch into the child's rectum.
- Leave the thermometer there about two minutes before reading the temperature.
- Be sure to stay with the child and reassure him.
- A temperature of over 100 degrees is a signal. However, if the child doesn't show any other signs of illness, and if he acts okay don't worry about it. A temperature of over 102 degrees indicates the child has a high fever and a doctor should be contacted.

To take a child's temperature by mouth:

- Use an oral themometer.
- Make sure the child doesn't drink hot or cold liquids for several minutes before taking his temperature.
- Shake the thermometer below 98 degrees.
- Place the long silver tip of the thermometer under the child's tongue.
- Have the child close lips gently, being careful not to bite the thermometer under the child's tongue for two minutes. Do not leave the child alone.

When a child has a fever, extra fluid is needed because the body uses up water. It is important to give the child as much water, juice or other liquids as she will drink. The child can also be bathed or sponged with water. Remember, if the temperature is above 102 degrees, call a doctor.

There are many things you can do to prevent illness and the spreading of illness. A few good rules to keep in mind are:

- Keep a sick child as quiet as possible.
- Practice careful, thorough handwashing before feeding each baby, after diapering any child, after helping a child go to the toilet and before serving food to children.
- Help children wash their hands before eating, after toileting and after dirty outdoor play.
- Cover mouth and nose for coughs and sneezes, and encourage the children to follow this same practice.

Emergencies

Quite often the Day Care Home Provider will be faced with the problem of a bumped knee, a skinned elbow or other minor problem. Once in a while she may be faced with a more serious and demanding problem. It is important to know how to handle these injuries. The American Red Cross offers free classes in First Aid. Take a Red Cross class if possible. If taking a class is not possible, it is suggested that the Day Care Home Provider purchase a first aid handbook, study it and keep it in the home for reference.

In most states it is against the law for a Day Care Home Provider to give any kind of medication to children that she cares for. This includes any ointments, salves, antiseptics, mercurochrome merthiolate. If a child needs any medication or treatment, it is best to call a doctor who can apply the medication.

Most common injuries are not serious and the Day Care Home Provider needs to simply clean the wound with soap and water, soothe the child's feelings and then go about her daily work. Here are some suggestions for treating some of these injuries.

Cuts

Stop the bleeding by placing a clean cloth or handkerchief over the cut and pressing firmly until the bleeding stops. Wash thoroughly with soap and water, pat dry. Cover with sterile bandage. Do not use iodine, mercurochrome or ointment because the child may be allergic to them. Soap and water will take care of germs.

Scrapes

Wash thoroughly with soap and water. Use a wet guaze pad to remove all dirt particles. Cover with sterile guaze pad or bandage.

Puncture Wounds

Soak in warm water for 10-15 minutes. Cover with a bandage. Get medical advice if the wound becomes sore or red. The doctor may recommend an injection to prevent tetanus.

Slivers

Wash with soap and water. Remove with sterilized tweezers or needle. Wash again. Cover with a bandage. To sterilize tweezers or needle, pass through a flame or wash in soap and water if you don't have a flame.

Falls

If the baby or child falls, do not pick him up immediately. If the child cries loudly immediately, he probably does not have a serious head or neck injury. Look to see whether the child moves both arms and legs and whether they appear broken. If a child has difficulty, leave him as is and immediately call a doctor.

If the child is unconscious after a fall, call immediately for medical advice. If the child cries loudly, feel the head for any large bumps or depressions. Let the child rest or play quietly. If the child stays well and active, there is probably nothing to worry about. Check frequently. If the child becomes very sleepy or vomits more than once, obtain medical advice.

Minor Burns

Rinse with cold water. Cover with sterile dressing or clean cloth. Do not use ointments or greases. A cold pack made by putting ice cubes in a plastic bag and covering it with several layers of cloth may relieve pain of a fresh burn.

Ear Troubles

A doctor should be called within a few hours if a child complains of an earache. Do not apply heat or cold unless the doctor recommends it.

Nose Bleeds

Reassure the child that she is safe and keep the child quiet and sitting up. Tell the child to breathe through the mouth. Press gently against the nostril or pinch the nostril for 5 minutes. If bleeding continues, pinch the nose for another 5 minutes. If it still hasn't stopped, call the doctor. If the child pushes an object into the nose, get a doctor to remove it.

Serious Injuries

Occasionally an accident happens that is very serious and demands quick attention. The Day Care Home Provider must be very calm and know what to do immediately. Choking, bad bleeding, drowning, chemical burns, and electric shock, require immediate action to save life. The Day Care Home Provider does not have time to wait for advice. Poisonous bites, vomiting of blood, crushing injuries to the chest and severe burns also require immediate first aid, and the child must be rushed to a doctor or hospital.

Choking

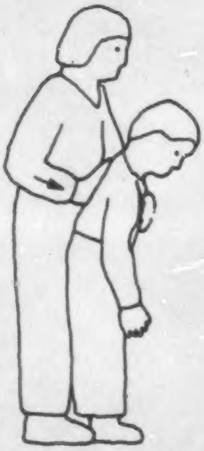
Among infants, choking leads all causes of accidental death. This is due to a lack of chewing capability and a natural inclination to put food and objects of all sizes into their mouths.

Toddlers and older children choke because they do not chew properly, or they inhale food or objects in their mouths while playing.

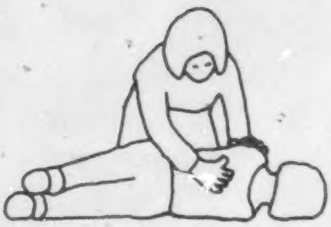
To avoid chocking:

- Take care that children do not put large pieces of food in their mouths.
- Cut or break solid food into bite-sized pieces and encourage children to chew thoroughly.
- Encourage children to be still while eating. Food or candy may be inhaled if the child gets excited or trips while walking or running.

The following procedures are useful in treating choking victims:

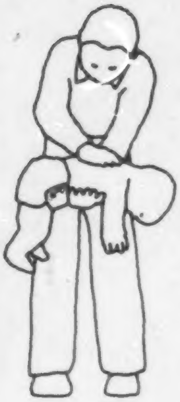


1. If the child is standing, support the chest with one hand and give 4 quick, forceful blows between the shoulder blades with the heel of the other hand.



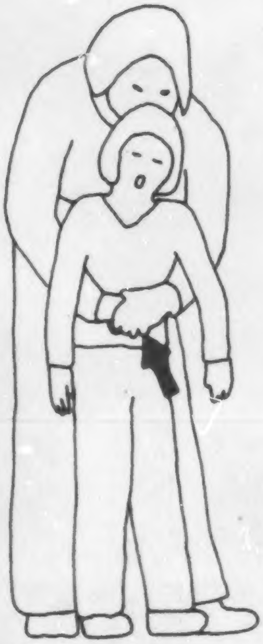
2. If the child is lying down, place your knee against the chest for support and strike between the shoulder blades with the heel of your hand.

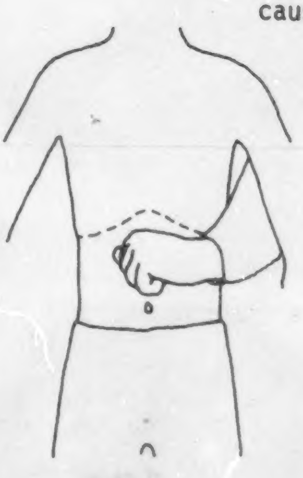
3. Place an infant or young child face down over your forearm and give 4 forceful blows between the shoulder blades with the heel of your hand.



4. If, after using any of the above methods, the obstruction is not cleared, get behind the child, place your arms around him, with the thumb side of your fist against his stomach between the navel and the rib cage. With your other hand clasp your fist and make 4 quick upward thrusts at the exact spot shown. (4a) Adjust the force of your thrust to child's size. Repeat if necessary.

Rush the child to a physician immediately following the rescue since this method can cause injury to a child.





Poisoning

Call your local Poison Control Center (post the number for your area by your telephone) or doctor immediately. If you cannot reach either of them, try to determine the type of poison eaten. Some symptoms of acid and alkali poisoning are burns around the mouth, lips and tongue; burning sensations in the mouth, throat and stomach; cramps; disorientation; and bloody diarrhea. Cleaning fluids, shoe polish, furniture polish, insect sprays, lye and ammonia are examples of acid and alkali poisons. Burning irritation, coughing and coma are symptoms of petroleum poisoning. Do not make the child vomit. If the child is conscious, give her 1 or 2 tablespoons of milk to dilute the poison. Get to a doctor or hospital at once.

For other poisons (medicines, cologne, detergent, paint, etc.) induce the child to vomit by giving him 1 tablespoon of syrup of ipecac (be sure to obtain release to administer this from the parents). Do not try to make the child vomit if he is unconscious. Seek medical aid.

Burns from Chemicals

If lye, oven cleaner, pesticides or other strong chemicals come in contact with a child's skin or eyes, wash them off with large amounts of water. Remove any clothing with the chemical on it. Place the affected area directly under a faucet, garden hose, or shower, and keep rinsing for 5 minutes. Use a bottle, cup, or gentle faucet to wash out the eyes, keeping the eyelids open as much as possible.

Heavy Bleeding or Hemorrhaging

Stop the bleeding by pressing your hand or a clean towel directly on the bleeding. Continue to press. If bleeding continues, add more cloth and continue to press. Do not use a tourniquet. Direct pressure will stop almost all bleeding. If bleeding cannot be stopped, apply pressure to an area on the side of the wound toward the center of the body. For instance, if the blood is flowing from the hand, press firmly on the inner surface of the upper arm. A first aid handbook will show where these points are located. Have someone call a doctor immediately.

Bites and Stings

Animal Bites: Whenever a child is bitten by a dog, cat, squirrel, or other animal, even if it is a pet, the child should be seen by a doctor at once. The bite may not be serious but the saliva of the animal may contain germs. Frequently, a tetanus booster may be called for. It is also important to capture the animal and keep it for observation if it is suspected that the animal might have rabies or be ill.

Insect Bites: Remove the stinger, if any, with tweezers. Apply a paste of baking soda and water. Get medical help if the child shows an unusual reaction such as paleness, nausea, vomiting, drowsiness or convulsions.

Snake Bites: Go to a doctor or hospital as quickly as possible if you suspect a child has been bitten by a poisonous snake. While waiting for a doctor or enroute to the hospital, tie a cloth tightly just above the bite to slow the flow of venom or poison into the body. Encourage the child to be calm and motionless as this will also help to slow the flow of the venom.

Broken Bones

If a break or fracture is suspected, do not let the child use the limb and do not move it. Leave the child where she is, if possible. Keep the child warm and call a doctor. If a bone sticks through the skin, cover the wound lightly with a clean dressing. If the child must be moved, apply a splint to the injured limb.

Leg: Slide a pillow under the leg. Be sure to include the joint at each end of the broken bone. Tie strips of cloth or bandage around the pillow at 3-4 inch intervals. A long board can be used if no pillow is available.

Arm: A sling may be the easiest way to keep the arm immobile or use a pillow as a splint as suggested above.

Back or Neck: Do not do anything. Leave the child where she is, if at all possible. Get a doctor immediately.

Convulsions

Most convulsions last only a few minutes. The main effort should be to keep calm and keep the child from hurting himself. Place the child face down with the chin raised on a bed or rug, away from sharp objects and furniture. In this position, the child can breathe easily and is less likely to draw saliva into the lungs, or to swallow the tongue.

When the convulsion is over, put the child to bed and watch him closely. Call the doctor as soon as possible. Often a convulsion marks the beginning of an infection or disease. A child with epilepsy will need constant medical supervision.

Mouth-to-Mouth Rescue Breathing

This procedure should be used when a child is not breathing or when the child has lost consciousness.

1. Clear the mouth with your finger, quickly removing any mucous, vomit, food or other material.

2. Lay the child face up on the floor, table or other firm surface.

[illegible] Tilt the child's head back with the chin up.

4. Cover the child's mouth and nose with your mouth and blow gently until you see the child's chest rise.

5. Remove your mouth and let the child's lungs empty.

6. Take a quick breath yourself.

7. Repeat at a rate of about 20 times a minute.

8. Remember to blow gently, not hard.

Mouth-to-mouth rescue breathing should be used on a child who is drowning or suffering from electric shock.

Emergency Telephone Numbers

It is a good idea to have a list of emergency telephone numbers near the phone. When accidents happen, there may not be time to locate these numbers in the telephone book. Here is an example of numbers which might be listed:

Doctor
Pharmacist
Ambulance
Fire
Hospital
Poison Center
Police
Rescue Squad

Calling the Doctor

If a child is injured and needs a doctor's attention, contact the doctor without delay. Perhaps a card could be made up for each child listing the name, address and telephone number of the child's own doctor.

TIM BROWN

Doctor's Name

Address

Office Telephone

Home Telephone

Do not try to be a doctor. Do take first aid classes if possible.

Going to the Hospital

It would be wise to locate the nearest hospital to the day care home and plan an emergency route to the hospital by car, bus, taxi or on foot. It should also be known where the emergency entrance of the hospital is located. If the Day Care Home Provider has no car, then she should have on hand the names of dependable friends who have agreed to take her to the hospital or watch the other children in case of an emergency.

Disaster Procedures

[illegible] Family Day Care Home Provider needs to have set her own procedures for evacuating the day care home in the event of fire and for taking shelter from tornadoes. Both procedures could be practiced periodically with the children, enlisting the help of older children.

Fire Evacuation

The first concern in the case of fire is getting the children out of the home safely and quickly. Considering the traffic pattern in the day care home aids speed of evacuation. Are exits clear, windows able to be opened? Some advance planning can make the process easier for the children and may save lives. Arrange with a neighbor for shelter of the children, especially in cold weather, and for calling the fire department. Try to be aware of where the children are playing or resting at all times.

Some suggestions for fire safety in the day care home are:

- Install a smoke alarm and check it once a week.
- Request that the local fire department inspect the day care home. Many fire departments have a campaign which distributes

stickers to be placed in the windows of rooms where children sleep or spend a large amount of time. Department people may be able to tell you how to make your home safer.

- Make the fire department aware that a number of children are cared for in the home.
- Keep a fire extinguisher in the day care home kitchen and perhaps others in handy locations.
- Wet towels or blankets can help provide protection from smoke and burns, if you and children get trapped upstairs.
- Stay near the floor to avoid being overcome by smoke.

Remember: The first responsibility is to get all children out quickly and safely and placed in responsible adult care.

Tornado Safety

Iowa is well known for its spring and summer tornado season. Steps to follow in the event of threatening weather are:

- Be alert to changing weather conditions. You may wish to have a battery-operated transistor radio to use during adverse weather.
- A tornado watch means that the necessary conditions for a tornado are present. A tornado warning means that a tornado has been sighted and shelter should be taken. If the day care home is in a city or town, know when the sound of the city siren indicates shelter should be taken.
- The ideal shelter is a basement with a reinforced location for protection from falling objects. This may be under a sturdy table or workbench. Also, some Iowa homes still have food cellars which provide excellent protection.

If the day care home does not have a basement or access to one, then select an interior closet or small room with no windows. Never stay in a mobile home -- make shelter arrangements with a neighbor or friend.

Try to arrange your shelter area to give children some comfort, as well as protection. Blankets offer both, as does light, so have blankets and a flashlight in your shelter. Remember to take your radio to keep up with storm news.

Reassure children, calm them and talk to them. Regular practices of storm alerts may help. Iowa children need to learn about severe storms and how to cope with them.

The Red Cross Office in Des Moines has stickers that explain what to do in the event of a tornado and how to decide what room provides the best shelter. The sticker should be posted in that room. To receive such a sticker write the Red Cross Office at 2116 Grand Ave., Des Moines, IA 50312 or call 243-7681.

11. Food, Nutrition, and Learning

Nutrition refers to food and how the body uses it. Good nutrition, growth, health and learning are interrelated. Good nutrition is especially important for young children because they are growing so rapidly. A child who eats poorly has more difficulty learning because that child loses interest quickly, lacks energy, has more sickness, and often is tired and irritable. Children who are not fed enough or who eat the wrong kind of food consistently cannot develop to their full potential.

What Is Good Nutrition?

The Family Day Care Home Provider should understand a few facts about good nutrition and how to plan and serve a balanced diet. Experts in nutrition have identified the kinds of food children need in order to grow and develop as they should.

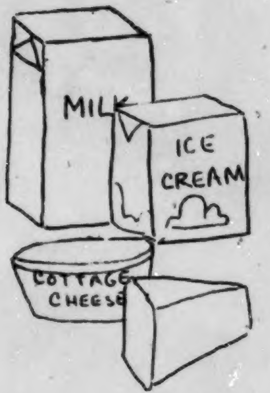
- Proteins are needed to build muscles and body tissue. There are different kinds of protein. Foods with lots of proteins are milk, meat, fish, chicken, dried beans, and peanut butter. Variety is important.

- Foods containing calcium and phosphorous help to build bones and teeth. The most important foods with calcium are milk, cheese, and products made with milk. Dark green leafy vegetables provide small amounts of children. Phosphorous can be found in many foods particularly in those in the meat group.

- Carbohydrates give energy. Foods containing carbohydrates are bread and cereals, vegetables including dried beans and peas, and fruit.

- Vitamins and minerals are essential for healthy nerves and muscles and for proper digestion. Many foods contain a variety of vitamins and minerals. A child should have a balanced diet chosen from a variety of foods each day in order to maintain good health.

Because there are so many vitamins, minerals and basic nutrients to remember, nutritionists have found a simple way to plan. They have grouped food into four basic groups: The milk group, the meat group, the vegetable-fruit group, and the bread-cereal group.



The Four Food Groups

The Milk Group

Milk is an important food for people of all ages, but especially for children. Other foods that belong in the milk group include dry milk, evaporated milk, cottage cheese, hard cheeses, cheese foods, and puddings, custards, soups, sauces and hot drinks made with milk. These foods are high in protein and contain important vitamins and minerals. Young children need three or more servings of foods from the milk group each day. Many young children cannot drink that much milk, so the Day Care Home Provider may want to cook with milk in order to get more into the diet. Using dry milk is economical and just as nutritious.

The Meat Group

In choosing foods in the meat group, the Day Care Home Provider must be a wise shopper. Food in this group is usually the most expensive. Some thrifty choices might be chicken, turkey, ground beef, fish, eggs, dried beans, liver, picnic ham, peanut butter or dry peas. Fortunately, some vegetables, such as dried beans, peas, lentils and garbanzos or chickpeas have a high protein content and are included in the meat group. These vegetables should be used in combination with some animal protein like cheese, milk or meat because the body gets the most good out of a combination of proteins.

The Vegetable-Fruit Group

Selecting foods from the fruit or vegetable group is quite simple since this group includes any fruit or vegetable. Some thrifty but nutritious choices include tomatoes, peaches, spinach, apples, oranges, carrots and squash. Fresh fruits and vegetables purchased during the growing season are often less expensive than frozen or canned products. Young children need four or more child-sized servings of foods in the fruit-vegetable group each day.

The Bread-Cereal Group

Foods made from grains make up the bread-cereal group. Grains include wheat, rice, oats, rye and corn. Flour, cereal, breads, macaroni, oatmeal, cornmeal and grits are some of the foods made from grains. These are good food buys because they are not expensive and are rich in food value. For proper nourishment, young children need one child-sized serving of whole grain or enriched grain food or cereal daily, plus bread or toast served with each meal.

Child-Sized Portions

People who feed young children soon learn that a child cannot eat very much at one time. Planning for children requires that the Family Day Care Home Provider be able to estimate about how much food children will eat. Planning nutrition means knowing that children need to eat small portions often. In order to assure good nutrition, children should actually eat daily in a food pattern something like this:

PATTERN	CHILDREN 1 up to 3 years	CHILDREN 3 up to 6 years
BREAKFAST		
Milk	1/2 cup	3/4 cup
Juice or Fruit	1/4 cup	1/2 cup
Cereal and/or Bread[1]		
enriched or whole grain		
Cereal	1/4 cup	1/3 cup
Bread	1/2 slice	1/2 slice
MID-MORNING OR MID-AFTERNOON SUPPLEMENT		
Milk, Juice or Fruit or Vegetable	1/2 cup	1/2 cup
Bread or Cereal,[1]		
enriched or whole grain		
Bread	1/2 slice	1/2 slice
Cereal	1/4 cup	1/3 cup
LUNCH OR SUPPER		
Milk,	1/2 cup	3/4 cup
Meat and/or Alternate		
One of the following or combinations to give equivalent quantities:		
Meat, poultry, fish, cooked[2]	1 ounce	1½ ounces
Cheese	1 ounce	1½ ounces
Egg	1	1
Cooked dry beans and peas	1/8 cup	1/4 cup
Peanut butter	1 tablespoon	2 tablespoons
Vegetable and/or Fruit[3]	1/4 cup	1/2 cup
Bread,[1]		
enriched or whole grain	1/2 slice	1/2 slice
Butter or Fortified Margarine	1/2 teaspoon	1/2 teaspoon

[1] Or an equivalent serving of cornbread, biscuits, rolls, muffins, etc. of enriched or whole grain meal or flour.

[2] Cooked lean meat without bone.

[3] Must include at least two kinds.

Planning for Good Nutrition

Parents who work outside the home have less time for shopping and cooking. For these reasons some children may not always have a variety of nutritious meals in their own homes. This makes it especially important for Family Day Care Home Providers to serve the children as much of the daily requirements as possible during the time they are in the family day care home. It is recommended that the Day Care Home Provider supply 2/3 of the daily food requirements in the snacks and meals served.

For children under eight years old, a mid-morning and mid-afternoon snack is recommended between meals. Young children have smaller stomachs than adults and use more energy therefore, they need to eat more often. Children need snacks between meals to keep from becoming cross and tired. Snacks can help to provide good nutrition and reduce children's fussiness and conflicts. Foods served to children for snacks should be included as part of the daily requirements in the four food groups. Often children eat breakfast in the day care home as well as snacks and lunch. If the provider decides to have breakfast, she may want to ask the parents to help furnish the food or charge extra money.

A sample one-day menu which provides children 2/3 of the daily requirements includes:

Breakfast:

Cream of Wheat Cereal
Milk
Toast
Orange Juice

Morning Snack:

Apple wedges
Graham cracker

Lunch:

Beans and Ham
Flour Tortilla
Tomato Wedges
Milk
Banana Slices and Milk

Afternoon Snack:

Peanut butter on whole grain bread
Pineapple juice

Sugar

Refined sugar has no nutritional value. Health authorities feel Americans eat far too much sugar and pay the price in tooth decay and weight problems. There is a suggestion that too much sugar may contribute to disturbed activity patterns and feelings in some individuals.

The Family Day Care Home Provider can aid good nutrition by reducing the amount of sweets and substituting fruit, vegetables, nuts, cheese or cereal foods for snacks. Be careful of presweetened cereals, drink mixes and packaged gelatin and pudding mixes. These often contain very high proportions of sugar, more than you think or would use to make a similar food at home. These products add to the candy, cake, cookies, ice cream and soft drinks to create the mound of destructive sugar children consume, sometimes daily.

Snack Suggestions

Apple wedges
Apple rings
Applesauce
Apricots, fresh
Artichokes
Avocado slices, cubes or dip
Banana chunks
Cabbage wedges
Carrot curls
Caulifflowerettes, raw or slightly cooked and cold
Celery sticks
Celery stuffed with peanut butter
Cherries
Coconut chunks, fresh
Cucumber rings or stocks
Dips for raw vegetable sticks
Fruit juice
Fruit jumble
Fruit kabobs
Fruit slushes
Frozen fruitsickles from juice
Grapefruit sections
Grapes (seedless) in small bunches
Green peas in the pod
Green or red pepper strips or squares
Lemonade, plain or pink
Melons - cantaloupe, casaba, honeydew, watermelon, others (cubes or small wedges with the rind left on)
Mixed vegetable juice
Orange sections or wedges (peel left on)
Peach pies, fresh
Pear wedges, fresh
Persimmon quarters
Plums, fresh
Prunes, dried
Plumped raisins
Strawberries
Tangerine segments
Tomato juice
Tomatoes (little cherry tomatoes)
Tossed salad
Turnip sticks, raw - yellow or white
Vegetable soup
Zucchini strips

A Family Day Care Home Provider needs to know how to plan menus for children using two or more servings in the milk group, one or more servings in the meat group, three or more servings in the vegetable-fruit group, and two or three servings in the bread-cereal group each day.

Developing Healthy Attitudes Toward Food

It is important that the Day Care Home Provider help children to develop happy, healthy attitudes toward food. Sometimes children become "poor eaters" and refuse to eat the foods they need for healthy growth and development. The provider may want to serve foods that children are accustomed to eating at home.

Some families eat rye flatbread others eat corn tortillas, rice cakes, grits or steelcut oats. A family's ethnic and cultural roots determine the eating preferences and styles of children. The provider of family day care should know about these family patterns and use familiar foods to help children eat and feel comfortable. Serving cultural foods at the day care home helps parents and children feel their heritage is respected and valued. It enhances the child's self-concept and gives a child something special to share with others. Parents are often glad to share recipes and cooking hints with the Family Day Care Home Provider.

Helping Children Enjoy Food

Good attitudes toward food can be developed by following some simple suggestions:

Don't pressure children to eat. A child who feels well and is hungry will usually eat. Most children are able to decide how much food they need. A child who has a choice about eating will usually choose to eat because eating good food is pleasurable. Praising children for good eating habits will be more effective than pressuring them to eat. Most children dislike some food, but they usually outgrow their dislike if they are allowed to do so naturally. Children can be well nourished if they are allowed to select other nutritious foods.

Eat what you serve to children. Children's attitudes about food are influenced by other people. Children often learn to like or dislike certain foods because of the attitudes of other people. For example, if the children are reared in a home where the family likes avocados, the children will usually learn to like avocados. On the other hand, if children are reared in a home where an avocado is looked upon with suspicion and dislike, children will learn to dislike avocados. You are a good model for children if you eat what you expect them to eat and eat with them.

Encourage children to try new foods. Introduce children to many different foods. Do not expect the children to like new foods the first time they are served. A child will be more likely to try a new food if it is served along with an old favorite. Children can be encouraged to try a new food if an adult arouses a child's natural curiosity and interest in the food. To increase children's interest in foods, talk to them about the foods you are serving. Let the children help prepare new foods. Children who have touched, talked about, tasted, and helped to wash a raw eggplant are more likely to eat it when it is cooked in a casserole. Serve only nutritious foods, and then let the child choose what she wants to eat. Usually, a child will willingly eat the food she has selected. Be sure to serve small portions, or help children serve themselves only what they can eat.

Dessert is a part of the meal, not a gold medal. Dessert should not be used to reward or to punish children for behavior. Desserts made with fruit, milk or eggs are as nutritious as any other part of the meal. A child will not want dessert only unless adults have held dessert out as a treat or reward.

Serve foods which are fun and easy to eat. In preparing foods, keep the children's ages and developmental level in mind. Finger foods, such as cheese cubes, orange sections, and bite-sized raw vegetables are easy and fun for young children to eat. Meat, fruits and vegetables served in bite-sized pieces are easier for young children to handle and feed to themselves.

Encourage children to feed themselves. Children will usually begin to feed themselves and use a spoon and a fork as soon as they are able. The time to help a child learn to feed himself is when the child shows interest and tries it. When the child is ready to use a spoon, the provider can sometimes help by serving mashed potatoes and other foods that encourage the use of a spoon. Small children should be allowed to eat in their own way. Children who are learning to feed themselves make a mess. However, doing things for oneself helps children learn and build confidence in their own abilities.

Child-sized, unbreakable utensils are a must. If the dishes and utensils are small and unbreakable, eating time will be more pleasant for both you and the children. Heavy-bottomed small cups help avoid spills and accidents. Young children use teaspoons and salad forks better than large ones, and they do not need knives unless spreading butter is a special activity.

Serve children foods they like. Young children have food preferences different from adults. Research has shown that most young children have a natural preference for smooth-textured, bland foods. Children usually like unmixed foods, such as bananas, cooked macaroni or a hamburger patty. Children will sometimes prefer uncooked vegetables that can be eaten with the fingers rather than the same vegetable when it is cooked. As children grow older, they gradually learn to acquire a taste for different and more highly-seasoned foods.

Serve a variety of foods. Respect the individual food preferences of children. Varying your menus quite a lot helps assure that individuals will have choices. Children, like adults, may occasionally go on a food jag and only be interested in eating a special kind of food. Occasionally, a child may eat very little or nothing at all. These behaviors may be part of a child's individual pattern and can best be handled by respecting the child's wishes and by avoiding forcing the child to eat. You should be concerned about a child's eating habits only when an eating problem persists over a long period of time.

Making Food Look Attractive

Serve food that looks attractive and smells good. How food looks and smells influences how it tastes. One of the major differences between a good restaurant and a poor one is the way food is decorated or garnished. A good cook takes the time to add little extras, like the wedge of lemon or the fancy cucumber. These little extras help foods look more appealing. A meal will be more attractive if it has a variety of colors, tastes and textures. For example, a main course of tuna noodle casserole served with fresh frozen green peas and toast squares will have more eye, taste and texture appeal than the same tuna noodle dish served with creamed corn and white bread. An orange wedge, a cherry tomato, a cucumber stick or a sprig of parsley can often help an otherwise ordinary meal look special. Food served in an appetizing, attractive and colorful way is much more appealing to children.

Food and Learning

The Day Care Home Provider can help the children learn and develop physical, language and social skills if she will let the children become involved in planning and in preparing the food, talking and sharing, setting the table, and cleaning up after the meal.

Learning Physical Skills Through Food Experiences

Very young children develop their physical skills as they bite, chew, swallow, drink and learn to feed themselves. Older children also improve their muscle skills by using spoons and forks, pouring, cutting, sifting and measuring. Later on, children can set the table and use simple cooking utensils, such as an egg beater. Children of all ages can develop these important skills if the provider will encourage them to help. Allowing a child to feed himself is much more important than being concerned about the possibility of spilled milk.

Learning New Words and Ideas Through Food Experiences

Children can also learn new words and ideas through their experiences with food. They can learn to understand and use words that explain relationships and location when setting the table or following recipes. Words and concepts such as, "in", "on the side", "on top of", "right" and "left", take on real meaning as children work with food experiences. Young children can also increase their memory skills as they remember what to place on the table and to place the spoon on the right side of the plate and the fork on the left, with the napkin.

They can learn about size and quantity as they count apples, measure a quart of water, and compare a large and small carrot.

Children can also learn about colors, shapes and temperatures, as they handle red and yellow apples, round oranges, square cheese cubes, hot bread and cold lemonade.

As children help bake muffins, they can learn about order - that one thing happens after another. They also learn about time as they wait for the muffins to bake and come out of the oven.

Food experiences also provide opportunities for children to learn where food comes from. The Day Care Home Provider can help children learn how butter is made, where meat comes from, or how corn grows.

Children are very interested when they see dough rise or soup boil or ice freeze. Simple scientific concepts can be learned if the children can see and participate in experiences with food.

The concept of roundness can be taught by preparing and serving sliced carrots, bananas or tomatoes. Children learn best when new ideas are presented over and over again in different ways. So later in the week the provider could serve another snack which has something round in it.

Planning for learning can go hand in hand with meal planning. When planning meals and snacks, also plan simple learning activities to accompany them. The following chart gives some examples:

Food and Learning Chart

	Learning Concepts	Activity and Morning Snack	Lunch	Activity and Afternoon Snack
Monday	Learning about Round	Snack: Round Crackers and Milk in round cups Activity: Talk about and find round objects around the house	Hamburgers and buns (round) Carrots (cut round) Bananas (cut round) Milk	Snack: Orange slices (cut round) Game: Ring Around the Rosie Fingerplay about balls
Tuesday	Learning about the color red	Snack: Apples (red) Milk Song: Red Bird, Fly Through My Window	Vegetable soup/with meat (red) cherry tomatoes (red) Gelatin dessert (red) Milk Bread and butter	Snack: Cranberry juice (red) Activity: Paint with red paint
Wednesday	Learning to Count to Two	Snack: Crackers (two) Cheese (two cubes) Activity: Count two hands, two feet, two shoes and socks, two eyes and ears	Tuna sandwiches (two slices of bread) Celery sticks (two) Ice cream: two spoonfuls Milk Discuss "seconds" - second portion of food is concept of two	Snack: Raisins and Juice Activity: Count the raisins and sort them into groups of two
Thursday	Learning through Touching	Snack: Graham crackers (hard) Banana (soft) Activity: Identify hard and soft objects in a bag by touching	Meatball (round) sandwiches Tomato Soup (wet, hot) Canned Pears (soft, wet) Milk (wet, cold)	Snack: Applesauce Milk Activity: Make applesauce to show how hard apples become soft when cooked
Friday	Learning about Same and Different	Snack: Square and round crackers, spread with peanut butter Milk Activity: Sort round crackers from square crackers (different)	Hamburger soup Salad, mixed-compare lettuce, celery, cabbage Toasted cheese sandwiches Peach cobbler Milk	Snack: Two kinds of dry cereal Juice Activity: Sort cereal that is the same and different

Learning Social Skills Through Food Experiences

Children also learn social skills through experiences with food. They learn to enjoy the happy social event of eating with friends. The Day Care Home Provider can make meal times relaxed by encouraging children to talk with each other and enjoy their food. Children should not be rushed to finish eating or told not to talk at the table. Rather, meal time should be viewed as a social occasion where children can share and talk with each other and with adults.

Children learn by copying the behavior of others. At meal times, children can be exposed to good manners and consideration by the Day Care Home Provider. Some children will learn to say "please" and "thank you". But more important, they will learn that the provider cares about each child. Adults should not expect children to learn manners too soon or even to be able to remember to practice them regularly after they have learned them. As children interact with each other and with the provider, they will gradually learn consideration for others, including sharing and passing the food.

Summary

The Day Care Home Provider is the most important factor in providing good food experiences for the children in her home. She can be successful by keeping in mind the following ideas:

1. Good nutrition is essential for health and growth. Make certain the children receive 2/3 of the daily food requirements in each of the four basic food groups.
2. Help children to develop healthy and happy attitudes towards food. Make certain that eating is a relaxed, enjoyable experience.
3. Children can develop new physical, intellectual, and social skills with food experiences.

Food Tips for Saving Time and Money

- Plan your menus ahead at least one week at a time.
- Before you go to the store, make a shopping list. Do not go shopping when hungry. You will find you spend less at the store if you plan the meals and go soon after having eaten.
- Choose foods the children enjoy.
- Limit the amount of sweets presented, particularly foods with lots of refined sugar.
- Buy those food items that are on special sales.

- Dry milk has all of the vitamins, protein and calcium found in fresh milk. Only water and fat have been removed. It is much less expensive to buy and use in cooking. To save more money, mix one part reconstituted dry milk with one part fresh milk for children to drink.

- Cheese is high in both calcium and protein. Main dishes using cheese are sometimes more economical than many meat dishes. Cheese can be served for breakfast as well as snack and lunch.

- Eggs are also an economical way to serve protein. Creamed, scrambled, baked, poached and hard- or soft-cooked eggs can be served for lunch and dinner as well as breakfast.

- Buy fresh fruits and vegetables when they are in season.

- Limit purchases of perishable foods to amounts that can be used while they are still fresh.

- Buy breads and cereals that are whole-grain or enriched. These will contain more vitamins and other nutrients removed in refining processes.

- Day-old bread may be available at a great savings. Many communities have stores or outlets where day-old bread and bakery goods are sold.

- Chain stores often sell canned foods and other items under their own brand label. These store brands are usually a few cents cheaper than other comparable products. However, buy brands the children like. It is not a savings when the food is not eaten.

- Cook soups, spaghetti sauce and stews in large amounts and freeze in small portions to serve as lunches.

- Plan to use leftover vegetables and meat in sandwiches, casseroles and stews.

12. The Community

Some of the most important resources a Family Day Care Home Provider has are in the community in which she lives. There are resources that can be used by the provider, resources for the parents and resources for the children in the provider's care. The best way to discover resources is to ask other providers, day care center or nursery school staff, or other human services people.

Medical Services

In addition to doctors and dentists, clinics and hospitals, many communities have other medical services, such as schools and county health departments which are available to a Day Care Home Provider. If she thinks that a child in her care needs diagnosis or treatment, she will need to tactfully suggest it to the child's parents or guardian. One of the most helpful ways to do this is to suggest a specific agency or person to contact. For example:

Children's Hospitals

If the city or county has a children's hospital, medical problems of children can be diagnosed (and often be treated) by staff specifically trained in working with children. If the hospital is unable to examine and treat the child, it can usually refer the child and parents to other clinics and doctors. Many services are free if the child and the family qualify for low-income assistance. The County Health Department should be contacted first in such cases.

Local Public Health Department

Another medical resource is the local Public Health Department. Two of their programs should be mentioned: 1) the visiting nurse program, and 2) maternal and child health centers and clinics. Visiting nurses are sometimes available to provide in-home training for infant and child care, particularly for children who have mental or physical problems. Some communities have well-child clinics designed to provide a range of services to children and families including screening and testing, immunizations and health care information.

Area Education Agencies (AEAs) and Elementary Schools

Children with suspected speech, hearing or other motor or perceptual problems should be diagnosed promptly and treatment begun as soon as possible. Many communities have well child clinics as mentioned above the Department of Social Services should be able to give specific information about such a clinic. If none is available there are two other sources of assistance. The Area Education Agency offers services for children preschool age and over. AEAs have a psychologist, social worker and educational specialist available. Another possible resource is the school nurse at your local elementary school. The nurse may be able to give advice even if the children are not students of that school.

Community Mental Health Clinic

The mental health clinic provides residents of a county with a wide variety of services. One of the most important is advice and guidance on how to help and understand children with behavioral problems. Psychologists and other staff members are often willing to come and discuss behavior problems (and how to deal with them) with a group of Day Care Home Providers. These clinics also provide marriage counseling and help with other problems that may be of concern to parents.

Nutritional Services

Most day care children eat snacks and at least one meal a day in the day care home. Every community has resources to help the Day Care Home Provider prepare nutritious food at reasonable cost for her day care children.

Family day care homes are eligible for food reimbursements through the Child Care Food Program. Since this could significantly lower the cost, this is well worth checking into. For information, call your local Department of Social Service Office or Family Day Care Association.

Iowa State University Cooperative Extension Service

Many communities have programs in nutrition education offered through their County Extension offices. Home Economists are available to teach groups of mothers and, on occasion, to make in-home visits. Extension services also have excellent printed and audio-visual materials on food and nutrition.

Other Organizations

The local electric and gas companies and organizations such as the National Dairy Council and National Beef Council provide recipes, money-saving tips and other materials at no cost. Look in the telephone book under the name of the organization to request these free or inexpensive materials.

Education Services for Day Care Children

Almost every community offers "education" opportunities for children - many at no cost.

Libraries

The local library is a good place to begin. Not only can children check out books, but they can also come for story hour and to listen to records. Libraries often have special programs for children, such as films, puppet shows, magic acts, etc. Some libraries even donate children's books and magazines to Day Care Home Providers. In more isolated areas, a bookmobile may make trips to your neighborhood. Phone the library nearest the day care home for more information.

Recreation Centers

Many communities have recreation centers with after-school activities in crafts and games. Swimming may be available, and parents are usually willing to pay the small fee - if there is any. Take everyone and go to the pool! Don't forget scouting programs - Boy Scouts, Girl Scouts, Cub Scouts, Camp Fire Girls, Brownies and Bluebirds - also have after-school activities.

Trips into the Community

Field trips are a great way to acquaint young children with their community. Trips to the park, zoo, museum, fire department, police department and city hall would expose children to some examples of local government and some of the services it provides. The word "transportation" would have deeper meaning to a child after seeing the airport, bus depot, or train station or riding a bus. Other trips of interest to children might include going to a bakery, dairy farm, pet shop or a bottling plant. Trips to stores or supermarkets can also help children learn about their community.

Educational Services for Day Care Home Providers

There is always something more to learn about children - and how to care for them! Here are some community resources for further education in family day care:

Higher Education

Training designed for family day care is available for Title XX providers from the Child Development Training Program at Iowa State University. For information call your Department of Social Service or Iowa State University (515-294-8877).

Additional training is often available in local colleges, universities, community colleges, through adult education programs at the high school and vocational-technical schools. Courses in nutrition, child development, first aid, record keeping and finance would be useful. In many cases, a high school diploma is not necessary to enroll in adult education classes. Check into it with a phone call to your local high school or college for information, and watch the newspaper for course announcements.

Extension

County Extension Offices provide free and/or inexpensive publications that are helpful, can make other educational materials available on loan, and often furnish opportunities for providers to get together and become involved in educational programs.

Resource Centers

Some communities have resource centers available to home providers. A toy lending library, training, opportunities to meet other providers and other assistance is available from these centers. In Des Moines the Family Day Care Home Resource Center is located on the 2nd Floor of the Washington Irving Complex at 16th and Forest.

American Red Cross

The American Red Cross offers a ten-hour course in first aid, covering such topics as artificial respiration, control of bleeding, poison control and bandaging. If a class of ten or more is formed, the local Red Cross Association will find a qualified instructor to teach the course - without a charge to those participating. The Red Cross also produces an excellent pamphlet on first aid in the home. Call and request this handy and valuable guide.

Film Libraries

Motion pictures, film strips and other audio/visual materials are often available from public libraries or universities. Movies and materials on nutrition, discipline, child development and general child care should prove useful to providers. Call the public library, university or college.

Because there are few films on family day care, ask for films for Child Development, Head Start, Child Care or Day Care. Many films for Head Start or for day care centers are valuable for Family Day Care Home Providers as well. The nutrition film, "Jenny is a Good Thing" is a good example. Films checked out in the name of a non-profit group, such as a group of Day Care Home Providers, often are free. (A church school or library might lend you a projector and screen.)

Adult Education/YWCA

Other short-term educationl experiences to strengthen the quality of home day care can sometimes be found in classes for parents or babysitters offered by the YWCA or the adult education program conducted by the public schools. Classes on nutrition, child care and money management are often taught at no charge. Call the secretary at your local school or YWCA for details.

Family Day Care Associations

One of the most satisfying aspects of being a Day Care Home Provider is the opportunity to meet regularly with other providers and share ideas, concerns and experiences. In many states and counties, Day Care Home Providers have formed associations to promote quality family day care. Association members gather regularly to hear speakers and see films on nutrition or child development and to participate in toy-making workshops and other activities. Other associations also provide child care training and materials.

Some associations have toy-lending libraries, phone referral services, newsletters and co-op buying of supplies for members. Also, liability and medical insurance against accidents can sometimes be purchased at reduced rates through the county or state day care association. The Iowa Council for Children (see p.   ) may be called to find out if such an association is operating in your area. If not, start one!

Currently there are associations or systems located at:

- Ames
- Burlington
- Cedar Rapids
- Council Bluffs
- Davenport
- Des Moines
- Sioux City
- Waterloo

Professional Associations

NAEYC (National Association for the Education of Young Children)

This group is interested in helping Day Care Home Providers through conferences, workshops and other educational materials. It has many low cost publications on programming for children. Write: NAEYC, 1834 Connecticut, Avenue, N.W., Washington, D.C. 20009. In Iowa the IAEYC is the state affiliate group and special programs for providers are available. For more information contact Julie Beckman, 1400 S. Main, Burlington, Iowa 52601.

DCCDCA (Day Care and Child Development Council of America)

DCCDCA has an excellent magazine for family day care providers and many publications of use to Day Care Home Providers. For information write:

DCCDCA
622 14th St. N.W.
Washington, D.C. 20005

Government Services

DSS (Department of Social Services)

This agency provides for voluntary registration of home day care in the state. They can answer many questions you might have concerning the operation of the day care home. This should probably be the first place to go for answers to questions about regulations, nutrition, child abuse, training, etc. If they do not know the answer, they can usually refer to those who do.

The Department of Social Services contracts with the Family Day Care Home Provider to provide care for children from low-income families. If you are interested, you should contact the county office.

Iowa Council for Children

The Iowa Council for Children is a state agency concerned with the quality of services provided for Iowa's children and their families. They help to coordinate child care services, as well as providing materials and education through conferences for parents, day care operators and teachers. Telephone (515) 281-3986.

Community Action Program (CAP)

The purpose of this agency is to conduct and coordinate programs among low-income people. It also develops new programs, some of which can benefit home day care in low-income areas. CAP is usually active in providing information about resources in a community. It often provides programs and services in health screening, tutoring, neighborhood improvement, youth development and housing.

Internal Revenue Service (IRS)

The Internal Revenue Service is available to answer questions concerning taxes, record keeping and other business matters for Day Care Home Providers. The advice and information are free - call them!

Family Service Agencies

These agencies provide individual counseling about problems of divorce, delinquency, school failure, money management and family counseling.

Legal Aid or Legal Services Agency

Legal Aid agencies provide legal services and counseling to those who need assistance, but cannot afford to hire an attorney. Assistance is provided for civil suits only - not for those involving criminal prosecution. Check CAP programs and the Yellow Pages.

Legal Service Corporation, which serves many Iowa counties, offers assistance to low-income people and providers of service to low-income people.

Handicap Education Services

Area Education Agencies provide educational services for handicapped and mentally retarded children, usually over age three. In some communities these services are available in schools or other centers. Many AEAs provide home-based services for preschool children. For more information contact your AEA or public school administration.

Community and Church Service Groups

In order to supply the day care home with equipment and activities for children, begin to survey some of the businesses in the community that might be willing to donate such items as paint, lumber, giant wooden spools for outdoor tables (conctact the phone company), clean remnants of fabric, toys, film cans, etc. Attend garage sales and flea markets, watch newspaper ads for swing sets, jungle gyms, sand boxes, cots, blankets, pillows, etc. Some church groups regularly donate blankets, pillows and other items to day care centers and homes.

Other Organizations

Chamber of Commerce

This organization of businesspersons supplies information about a community, including maps and brochures. It provides people to speak to children or helps to arragne field trips. It also handles consumer complaints.

Better Business Bureau

This organization handles complaints about unethical or dishonest business practices, including door-to-door sales. If you feel you have been cheated or taken advantage of by a store or a salesperson, contact this agency and register a complaint.

Service Organizations

Organizations such as the Junior League, Kiwanis Club, Rotary Club and Lions Club often are very willing to aid day care homes in securing materials and providing services such as painting, fencing and repairing.

13. Resources

County Social Services Offices

Check your local phone directory for individual county listings.

Extension Offices

Check your local phone directory. Offices are listed under either (Name of County) County Extension office or Extension Service, ISU. Ask the the Extension Home Economist.

Area Community Colleges
Adult Education Coordinators

Contact the Department of Public Instruction, Area Schools and Career Education Branch, Grimes State Office Building, Des Moines, Iowa 50319. Phone: (515) 281-3575.

Area Education Agency
Directors of Special Education

Contact the Department of Public Instruction, Special Education Branch, Grimes State Office Building, Des Moines, Iowa 50319. Phone: (515) 281-3176.

Bibliography

The following books may be helpful to you. This list is certainly far from complete. Your library or bookstore may have some of these, or similar books. Your bookstore will usually order books for you. A good reason to go to conferences (like IAEYC's statewide and regional gatherings) is the chance to examine books and materials on display and purchase them at the conference.

Two of the best publishers of useful day care and early education materials are NAEYC and DCCDA. Write for free catalogues:

NAEYC
1834 Connecticut Ave. NW
Washington, D.C. 20009

DCCDA
622 14th St. NW
Washington, D.C. 20005

Activities and Materials

These books can give you ideas. Think of ways to adapt and vary the activities and materials discussed to your particular home.

GENERAL

Austin AEYC. The Idea Box. NAEYC.

Baker, Katherine Read, editor. Ideas That Work With Young Children. NAEYC.

Bentley. Indoor and Outdoor Games. Fearon-Pitman Publishers, Inc.

Bieri, A. Action Games. Fearon-Pitman Publishers, Inc.

Broad, Laura Peabody and Butterworth, Nancy Towner. The Playgroup Handbook. St. Martin's Press.

Caney, Steven. Steven Caney's Playbook. Workman Publishing Company.

Cherry, Clare. Creative Art for the Developing Child: A Teacher's Handbook for Early Childhood Education. Fearon Publishers.

Cherry, Clare. Creative Play for the Developing Child: Early Lifehood Education Through Play. Fearon Publishers, Inc.

Cole, Ann and et. al. I Saw a Purple Cow and 100 Other Recipes for Learning. Little, Brown and Company.

Cole, Ann and et. al. Still More Recipes for Fun.

Collier, Mary Jo and et. al. Kids' Stuff. Incentive Publications, Inc.

Croft and Hess. An Activities Handbook for Teachers of Young Children, 2nd edition. Houghton Mifflin, Co.

Ewing. Games, Stunts and Exercises. Fearon-Pitman Publishers, Inc.

Flemming, Bonnie Mack and Hamilton, Darlene Softley. Resources for Creative Teaching in Early Childhood Education. Harcourt Brace Jovanovich, Inc.

Gordon, Ira J., et. al. Child Learning Through Child Play: Learning Activities for Two and Three-Year Olds. Gryphon House.

Hill, Dorothy. Mud, Sand and Water. NAEYC.

Holt, Bess-Gene. Science with Young Children. NAEYC.

Lorton, Mary Baratta. Workjobs. Addison-Wesley Publishing Company.

Marzollo, Jean and Lloyd, Janice. Learning Through Play. Harper and Row Publishers.

McCarthy, Jan and Charles R. May, editors. Providing the Best for Young Children. NAEYC.

Mitchell, Grace L. and Chmela, Harriet. I Am! I Can! Greylock Publishers.

Monahan. Free and Inexpensive Materials for Preschool and Early Childhood. Fearon-Pitman, Inc.

Nickelsburg, Janet. Nature Activities for Early Childhood. Addison Wesley.

Perry Nursery School. The Scrap Book. Available from "Friends of Perry Nursery School", 1541 Washlenau Drive, Ann Arbor, Michigan 48104.

Shakesby, Paul S. Edited by Peter J. Dorman. Child's Work: A Learning Guide to Joyful Play. Running Press.

Sponseller, Doris, editor. Play as a Learning Medium. NAEYC.

Stant, Margaret A. The Young Child: His Activities and Materials. Prentice-Hall, Inc.

Trencher, Barbara R. Child's Play: An Activities and Materials Handbook. Humanics Limited.

Wagner, Cilloley, Roth and Cesinger. Games and Activities for Early Childhood Education. MacMillan Publishing Co., Inc.

Webb, Marian A. Games for Younger Children. William Morrow and Company.

Wiseman, Ann. Making Things: The Handbook of Creative Discovery. Little, Brown and Company.

MUSIC AND MOVEMENT

Cherry, Clare. Creative Movement for the Developing Child. Fearon Publishers.

Cherry, Clare. Creative Movement for the Developing Child: A Nursery School Handbook for Non-Musicians. Fearon Publishers.

Geismer and Suter. *Very Young Verses*. Houghton and Mifflin.

Jenkins, Ella. *Ella Jenkins Song Book for Children*. Oak Publications.

Jones, Elizabeth. *What is Music for Young Children?* NAEYC.

Pinsky, Dorothy. *Finger Plays and Action Verses for Children*. Iowa State University.

Seeger, Ruth Crawford. *American Folk Songs for Children in Home, School, and Nursery School*. Doubleday and Company, Inc.

Smith, Robert and Leonhard, Charles. *Discovering Music Together: Early Childhood*. Follet Educational Corporation.

SCHOOL AGE DAY CARE

Blau, et. al. *Activities for School Age Care*. NAEYC.

Discipline and Guidance

These books may give you a perspective on discipline, as well as useful ideas.

Driekurs, Rudolf, M.D. with Soltz, Vicki, R.N. *Children. The Challenge*. Hawthorn Books, Inc.

Galambos, Jeannette. *A Guide to Discipline*. NAEYC.

Ginott, Dr. Haim G. *Teacher and Child: A Book for Parents and Teachers*. The MacMillan Publishing Company.

Gordon, Thomas, Dr. *P.E.T. Parent Effectiveness Training: The Tested New Way to Raise Responsible Children*. New American Library.

Hildebrand, Verna, Ph.D. *Guiding Young Children*. Macmillan Publishing Company.

Patterson, Gerald R., Ph.D. *Living with Children: New Methods for Parents and Teachers*. Research Press.

Warren, Rita. *Caring: Supporting Children's Growth*. NAEYC.

Family Day Care

Bookman, Robert. *Family Day Care Associations*. Day Care and Child Development Council of America, Inc.

Collins, Alice H. and Watson, Eunice L. *Family Day Care: A Practical Guide for Parents, Caregivers and Professionals*. Beacon Press.

First Aid

Green, Martin I. *A Sigh of Relief*. Bantam Books.

Food and Nutrition

Baxter, Kathleen. *Come and Get It, A Natural Foods Cookbook for Children*. Children First.

Cooper, Jane. *Love at First Bite: Snacks and Mealtime Treats the Quick Easy Way*. Gryphon House.

Ferreira, Nancy J. *The Mother-Child Cook Book*. Pacific Coast Publishers.

Goodwin, Mary T. and Pollen, Gerry. *Creative Food Experiences for Children*. Center for Science in the Public Interest.

Graham, Lynn and Runyan, Thora. *Nutrition Education for Family Day Care Providers*. Child Development Training Program, Iowa State University.

Laughlin, Ruth. *Natural Sweets and Treats*. Gryphon House.

McAfee, Oralie, et al. *Cooking and Eating with Children*. ACEI.

Stein, Sara Bonnett. *The Kids' Kitchen Takeover*. Workman Publishing Company.

Wanamaker, Nancy, et. al. *More than Graham Crackers*. NAEYC.

Growth and Development

Boegehold, Betty, et. al. *Education Before Five*. New York, Bank Street College of Education.

Comer, James P., M.D. and Poussaint, Alvin F., M.D. *Black Child Care*. Pocket Books.

Elkind, David. *A Sympathetic Understanding of the Child Six to Sixteen*. Allyn and Bacon, Inc.

Fraiberg, Selma H. *The Magic Years: Understanding and Handling the Problems of Early Childhood*. Gryphon House Distributors.

Hymes, James L., Jr. *Teaching the Child Under Six*. Charles E. Merrill Publishing Company.

Sharp, Evelyn. *Thinking is Child's Play*. E. P. Dutton.

Spock, Benjamin, M.D. *Baby and Child Care*. Pocket Books.

In addition to these, your library may have child development textbooks that are helpful.

Infants and Toddlers

Brazelton, T. Berry, M.D. Infants and Mothers: Differences in Development. Dell Publishing Company, Inc.

Brazelton, T. Berry, M.D. Toddlers and Parents. Dell Publishing Company, Inc.

Caplan and Caplan. The First Twelve Months. Grosset and Dunlap.

Caplan and Caplan. The Second Twelve Months. Grosset and Dunlap.

Dittman, Laura L., editor. The Infants We Care For. NAEYC.

Gordon, Ira J. Baby Learning Through Baby Play: A Parents' Guide for the First Two Years. St Martin's Press.

Jones, Sandy. Good Things for Babies. Houghton Mifflin Company.

Lally R. and I. Gordon. Learning Games for Infants and Toddlers. New Readers Press.

Levy, Janine. Baby Exercise Book, (revised edition). Gryphon House.

Playpath: Play and Learning. Johnson and Johnson Baby Products Company.

Provence, Sally, M.D. Guide for the Care of Infants in Groups. Child Welfare League of America, Inc.

Wagner, Betty and Steele, Connie. Infants and Toddlers in Group Care: A Developmental Program. Child and Parents Services.

Willis, Anne, et. al. A Good Beginning for Babies: Guidelines for Group Care. NAEYC.

Parents

Caplan, Frank. Parents' Yellow Pages. Anchor Books.

Honig, Alice S. Parent Involvement in Early Childhood Education. NAEYC.

Lane, Mary. Education for Parenting. NAEYC.

Norton, G. R. Parenting. Prentice Hall.

Strom. Growing Together: Parent-Child Development. Brooks/Cole Publisher.

Government Publications

These are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. A bi-monthly catalog of new publications is available if you request to be put on the mailing list.

A couple of publications that are currently available include:

Caring for Children Series

HE 21.210:	2	"More Than a Teacher"	$ .55
	3	"Preparing for Change"	$ .60
	4	"Away from Bedlam"	$ .45
	5	"The Vulnerable Child"	$ .45
	8	"From 'I' to 'We'"	$ .60
	9	"Conditions for Learning"	$ .70
	10	"Language is for Communication"	$ .60

Child Development Series - Day Care

HE 21.11:	1	"A Statement of Principles"	$ .40
	2	"Serving Infants"	$2.75
	3	"Serving Preschool Children"	$2.45
	4	"Serving School Age Children"	$1.15
	9	"Family Daycare"	$1.90

Your Child From One to Six HE 23.1202:643 $1.75

Infant Care HE 21.110:8/2 $1.00

The Children's Bureau, Administration for Children, Youth and Families" also publishes a magazine: Children Today, with articles on child care programs and news of research and government publications programs. It is available from the Superintendent of Documents Office, address listed above.